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ABSTRACT

Designed for students who have experienced difficulty with language arts in the regular program, this curriculum guide outlines the Integrated Occupational English Language Arts Program of Alberta, Canada, a program which focuses on the need of the learner to experience success, and which is designed to enable students to become responsible members of society, develop entry-level vocational abilities, and recognize the need for lifelong learning. The guide's 12 sections are as follows: (1) Rationale; (2) Philosophy; (3) Goals of the English 36 Program; (4) Model for the English Language Arts Program; (5) Interpersonal Skills and the Social Sphere; (6) Required and Elective Components; (7) Learning Resources for English 36; (8) Planning; (9) Methodology; (10) Evaluation; (11) Scope and Sequence; and (12) Program of Studies/Presentation of Content. (SR)

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INTEGRATED OCCUPATIONAL PROGRAM

Program of Studies/Curriculum Guide

Senior High School Language Arts

ENGLISH 36

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ADDENDUM

Addendum to Integrated Occupational Program Program of Studies/Curriculum Guides 36-Level Courses

COMMUNITY PARTNERSHIPS

School administrators and teachers are advised that the **APPLICATION FOR APPROVAL OF WORK SITES/STATIONS** (Parts A and B) must be completed for each work site/station at which an Integrated Occupational Program (IOP) student is placed.

In addition, each student involved in any off-campus IOP learning activity must be registered by the school/school jurisdiction as being placed in an approved work site/station.

Specific procedures and legislation about work experience (community partnerships) is provided in the following documents:

Alberta Education Program Policy Manual

Work Experience Program: Teacher Resource Manual, Junior and Senior High School, Alberta Education, 1990

(These documents are available from the Learning Resources Distributing Centre (LRDC), 12360 – 142 Street, Edmonton, Alberta, T5L 4X9.)

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NOTE

CURRICULAR DOCUMENT FORMAT

To provide educators with a comprehensive overview of the Integrated Occupational Program, all IOP curricular documents have adopted the format of combining the Program of Studies and Curriculum Guide into one document. **The shaded statements or segments within this document indicate the prescriptive contents of the Program of Studies. All other advice and direction provided is suggested only.**

The terminology and format used in this document reflect policy in effect when IOP curriculum development began in 1987.

METRICATION POLICY

It is the policy of Alberta Education that "SI units become the principal system of measurement in the curriculum of the schools in the province". In preparing students for transition to the workplace where Imperial/U.S. measurements may still be in use, both SI metric and other units of measurement are addressed in the practical arts/occupational component of the Integrated Occupational Program.

Comparison and teaching of metric units with other units of measurement should be restricted to those that are relevant to student needs as reflected by common usage in course-related workplaces.

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RATIONALE

The Integrated Occupational Program (IOP) was developed as a result of the Secondary Education Review and subsequent *Secondary Education in Alberta* policy statement, June 1985.

In recognition that the needs of both the individual and society may best be served through school experiences designed to meet students' needs and abilities, the policy statement directs that a program be developed for students who have experienced difficulty learning. This program, beginning in Grade 8, is known as the Integrated Occupational Program (IOP) and articulates with a similar program in the senior high school.

The policy statement directs that:

> The Certificate of Achievement will be awarded to those students who, because of their abilities and needs, have taken the Integrated Occupational Program. The Certificate will recognize their achievement in that program. (p. 23)

The need to develop programs for exceptional students is based on a fundamental belief about children, as expressed in the government's *Secondary Education in Alberta* policy statement, June 1985 that there should be: " . . . a respect for the unique nature and worth of each individual." (p. 7)

The Integrated Occupational Program rests on a number of additional beliefs and assumptions about the way children learn, the overall potential of these children and their learning needs in relation to societal demands. These beliefs and assumptions have a tremendous impact on program goals, design and implementation.

There are patterns and predictability to children's learning. However, each student's learning preference and pace is unique, reflecting past experiences. The Integrated Occupational Program is designed to address these differences. Though seen as "exceptional" in their learning needs, these children nonetheless fall within the normal range of learning potential, thus every effort must be made to offer experiences that provide equitable opportunities to participate in all aspects of life. Inherent in the Integrated Occupational Program is an overriding commitment to prepare students for meaningful participation in our democratic society. (For additional information, refer to the *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers*, Alberta Education, 1991, pp. 1–4.)

The Integrated Occupational Program is designed to enable students to:

- become responsible members of society
- develop entry-level vocational abilities
- recognize the need for lifelong learning.

The Integrated Occupational English Language Arts Program provides a three-course sequence: English 16–26–36. The three courses assist students to meet the credit and course requirements of the Certificate of Achievement.

The Integrated Occupational English Language Arts Program is designed for students who have experienced difficulty with language arts in the regular program, and focuses on the need of the learner to experience success. Further, the program assists students to transfer and apply specific communication and thinking skills to more generalized situations in everyday life and the world of

work. In particular, the Integrated Occupational English Language Arts Program will enhance students' abilities to:

- increase personal growth and become self-motivated and self-directed
- gain increased confidence in taking risks and accepting challenges
- participate responsibly in a changing society through the development of self-confidence and a sense of self-worth
- think conceptually, critically and creatively, and use language to enhance thinking
- express ideas and thoughts clearly when writing and speaking
- read, listen and view with understanding and appreciation
- define themselves and their communities through exposure to literary and cultural heritage
- use technology to communicate.

The Integrated Occupational English Language Arts Program encourages teachers to use a variety of diagnostic tools to identify a student's current ability level and promote growth, using individual abilities, needs and interests (see p. 30). The literacy demands of the home, school, workplace and community are addressed in the program through a wide variety of learning experiences. Thinking strategies that foster effective behaviours in planning, organizing and self-monitoring are emphasized throughout the program.

The English 16–26–36 program parallels the goals, concepts, skills and attitudes of the English 13–23–33 program, in keeping with the abilities and needs of students and the philosophy of IOP. This articulation with the regular program may facilitate successful transfer of some students from IOP to regular English courses. Additional goals, concepts, skills and attitudes are included in the Integrated Occupational English Language Arts Program reflecting the nature and needs of the students and the life skills focus of the program.

Differences between the English 16–26–36 program and the English 13–23–33 program exist in the following areas. (Additional information about the items listed below is provided in the following pages.)

- **Scope of the prescribed component.** Concepts from the English 13–23–33 statement of content are incorporated into the IOP. Skills from English 13 and 23 are included or modified in keeping with abilities and needs of students for whom the program is intended. Additional skills relating specifically to media literacy, communication in the workplace and self-evaluation strategies are also included. Students are expected to develop positive attitudes toward lifelong learning.

- **Evaluation.** Ongoing teacher, peer and self-evaluation, using a variety of formal and informal methods, is encouraged in all English programs. Development and use of self-monitoring and self-assessing strategies are emphasized throughout the Integrated Occupational Program. Evaluation in English 16–26–36 should promote success and focus on individual student growth based on a diagnostic/developmental approach.

- **Integration across the curriculum.** Integration across the curriculum is designed to help students generalize language arts concepts, skills and attitudes and extend the application of language arts to other subject areas.

- **Community partnerships.** Activities designed to bring the community into the classroom and take the classroom into the community are major components of all IOP courses. Community partnerships will enhance students' awareness of community resources and assist students to apply what they have learned to real-life situations.

- **Application to real-life experiences.** In keeping with the idea that individuals learn best when concepts, skills and attitudes are related to personal experience, the prescribed components are addressed within contexts that are familiar and meaningful to students throughout this *English 36 Program of Studies/Curriculum Guide* and the *English 36 Teacher Resource Manual*. Integrating concepts, skills and attitudes across the curriculum and applying these to various situations provides opportunities for review and reinforcement.

- **Learning preferences.** Learning preferences of IOP and regular program students may differ. The range of students' learning preferences within a single IOP classroom may vary greatly. Teachers are encouraged to identify learning styles and organize for instruction using a diagnostic/developmental approach in keeping with students' learning preferences.

- **Student and teacher resources.** Basic learning resources for students were selected in keeping with students' abilities and needs, and these resources differ from materials selected for regular program students. Teachers are encouraged to use a variety of resources, including this *English 36 Program of Studies/Curriculum Guide*, the *English 36 Teacher Resource Manual* and resources listed therein, and community resources when planning for instruction.

- **Teaching strategies.** A variety of teaching strategies are suggested on the basis of their appropriateness to the developmental levels of students for whom the program is intended. The following strategies will assist students to move from concrete to formal operational thinking:
  - relate unfamiliar to familiar knowledge and information
  - identify what students currently know about a topic/issue, and begin instruction with what they know
  - apply a variety of questioning strategies
  - model instructional mediation activities to enhance students' abilities to think about thinking.

The English 16–26–36 program is designed to mediate, reinforce and/or extend concepts, skills and attitudes addressed in preceding language arts courses within appropriate contexts. In addition, new concepts, skills and attitudes will be introduced and developed in keeping with the abilities, needs and interests of students.

PHILOSOPHY

THE PHILOSOPHY OF THE ENGLISH LANGUAGE ARTS PROGRAM, GRADES 1–12

Certain fundamental principles relating to the nature of language, to children's development and to language learning have provided the theoretical framework for the development of the language arts program. Commitment to the program by teachers must be based on knowledge of what those principles are and on an understanding of what they mean in guiding the language process in school. The following then, are the principles and resulting implications that provide the major thrusts for the language arts program.

A language arts program should emphasize lifelong applications of language arts skills.

- Development of language arts skills is integrally related to success in one's further education, career and social life.
- Discriminating enjoyment of literature, live theatre, public speaking, films and other mass media can lead to an enriched use of leisure time.

Language use reflects the interrelatedness of the processes of listening, speaking, reading, writing and viewing.

- A language arts program that provides for a balanced approach must be based on the integrative nature of all aspects of receptive and expressive language skills.
- Language instruction should involve students in activities that focus on the unique contribution of the language skills when used separately and together.
- Classroom activities should incorporate experiences that reflect meaningful uses of language and provide for relating skills and content.
- A balanced program promotes the affective and psychomotor development of students as well as the cognitive dimensions of growth.

Language is used to communicate understandings, ideas and feelings, to assist social and personal development, and to mediate thought processes.

- Language learning activities provided in the classroom should be organized for a balance that reflects the actual use of language in the real world.
- Students need opportunities to gain competence in using language in a range of functions and in a variety of contexts.
- Students should use language to explore their own feelings and their relations with others.
- The school should help students extend their thinking skills and add meaning to their experiences.

Program of Studies: Senior High Schools, Alberta Education. Reprinted 1990.

Language functions throughout the entire curriculum.

- The application of language skills is necessary for successful achievement in all subject areas.
- Teachers in all subjects must assume responsibility for appropriate application of communication skills as they relate to their particular areas.

In the early years, the child's thinking and language ability develop in his or her own dialect.

- Initial learning experiences fostered by the school must be based on the acceptance and use of the oral language that young children bring to school.
- The acquisition of receptive and productive control of school language (standard English) is preceded by the goal of facilitating initial learning in children's own dialects.

In the high school years, more emphasis should be placed on the recognition of quality and flexibility in the use of language.

- Students should become increasingly discriminating in their evaluation of communications in a variety of modes.
- Students should communicate logic and clarity with increasing maturity.

Language variation is an integral part of language use.

- Teachers must accept and respect the unique language of each student and provide for language growth in a classroom environment characterized by mutual respect, acceptance and trust.
- The role of the school includes helping students to recognize, appreciate and respect language differences.
- The acquisition of standard dialect should occur within a framework that provides opportunities for students to hear and practise appropriate language forms in a variety of language situations.

Experience and language are closely interwoven in all learning situations. On the one hand, experiences expand students' language by providing them with new meanings and by modifying and enlarging those previously acquired. On the other hand, as students gain in their ability to understand and use language, they can enter into, comprehend and react to a variety of experiences.

- Students must be given opportunities to enlarge their experiences, including direct experiences and those obtained vicariously through listening, reading and viewing.
- Students must be given help in finding and using language to clarify and organize their thinking and feeling about their experiences.

Program of Studies: Senior High Schools, Alberta Education. Reprinted 1990.

- As students develop concepts and understandings there should be a continuous building from concrete experiences and discovery toward more abstract study and learning.

Language expansion occurs primarily through active involvement in language situations.

- School experiences must maintain the link between the learner and what is to be learned through activities that encourage student participation.

- Students should be given opportunities to participate in experiences that require use of language in increasingly differentiated contexts.

Through talk the students learn to organize their environment, interpret their experiences and communicate with others. As they mature they continue to use talk for these purposes as well as to check their understandings against those of others, and to build up an objective view of reality.

- At all levels of schooling, classes should be organized so that there are opportunities for teachers and students to interact through the medium of talk.

- The recognition of talk as a significant vehicle for learning must consider the processes involved in understanding meaning conveyed by others as well as the student's own expression of meaning.

- Experiences are enriched when they are shared through conversation and discussion.

Through writing the student can learn to clarify thought, emotion and experience, and to share ideas, emotions and experiences with others.

- Writing affords an opportunity for careful organization of one's picture of reality.

- Through writing students can be encouraged to develop the precision, clarity and imagination demanded for effective communication.

- Through writing students can become sensitive to different purposes and audiences in communication.

Various mass media have their own characteristic ways of presenting ideas.

- To discern the nature and value of ideas presented through mass media requires a knowledge of the language proper to a particular medium.

- The school must help students develop mass media literacy through an intelligent exploration of how ideas are conveyed and through discriminative reaction and personal use of media.

Literature is an integral part of language learning.

- Students should have many opportunities to experience and respond to literature at all stages of their development.

- Access to a wide variety of literary material is essential to a balanced, comprehensive literature program.

Program of Studies: Senior High Schools, Alberta Education. Reprinted 1990.

GOALS OF THE ENGLISH 36 PROGRAM

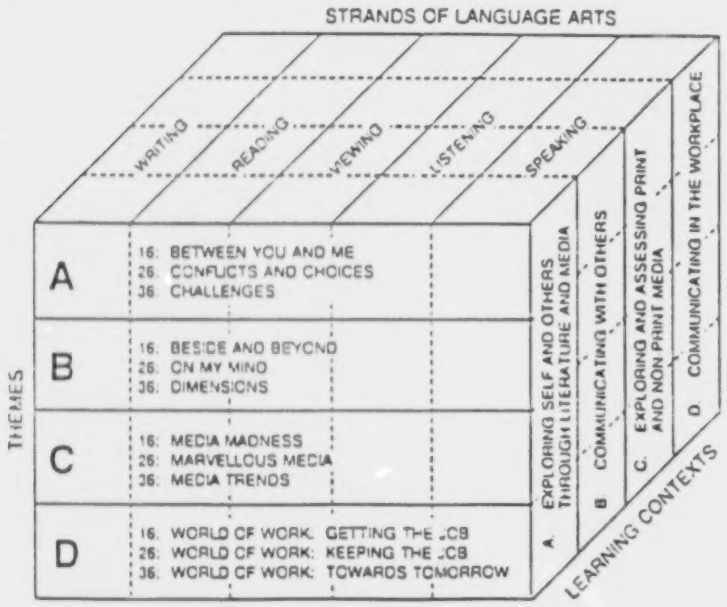
Students in the Integrated Occupational English Language Arts Program ***will be expected to***:

- communicate effectively at school, at home, in the workplace and in the community
- select literature and print/electronic media actively and critically, and for the benefit of self and society
- develop and apply language skills, critical and creative thinking skills, problem-solving strategies and decision-making strategies to enhance communication
- develop and apply effective strategies for generalizing and transferring concepts, skills and attitudes to unfamiliar situations
- develop writing, reading, viewing, listening and speaking skills through literature and print/electronic media
- communicate with self-confidence
- explore self and broaden personal experiences through literature and media
- demonstrate understanding of the influences of literature, media and technology on self and others
- use technology to enhance communication
- demonstrate awareness of the value of language to lifelong learning.

MODEL FOR THE ENGLISH LANGUAGE ARTS PROGRAM

The developmental model for the Integrated Occupational English Language Arts Program illustrates an integration of program dimensions. The three faces of the developmental model provide the basis for an integrated program. Prescribed components of the program are shaded.

- The **STRANDS OF LANGUAGE ARTS** on the top face of the developmental model, along with their related CONCEPTS, SKILLS and ATTITUDES are the prescribed component of the program and are detailed in the Scope and Sequence charts (pp. 35–45).
- The **LEARNING CONTEXTS** on the right face of the model provide meaningful, life skills clusters in which the concepts, skills and attitudes relating to the strands are integrated. These contexts are presented in the Program of Studies/Presentation of Content (pp. 46–77).
- The **THEMES** provide another framework through which the learning of concepts, skills and attitudes may be facilitated and are presented in the *English 36 Teacher Resource Manual* (available through LRDC, see p. 14). The themes are placed on the front face of the model to highlight their importance in planning integrated language activities.



Developing students' abilities to **process information** using skills such as predicting, analyzing, synthesizing, evaluating and monitoring is emphasized throughout the program. Emphasis is also placed on:

- developing students' awareness of skills and strategies used to process information
- monitoring personal selection and application of process skills and strategies in keeping with the activity, situation, etc.

Critical and creative thinking skills are integrated within the program to enhance students' abilities to solve problems and make decisions.

THE STRANDS OF LANGUAGE ARTS AND RELATED CONCEPTS, SKILLS AND ATTITUDES

The language arts strands (writing, reading, viewing, listening and speaking) along with related concepts, skills and attitudes are the **prescribed components** of the Integrated Occupational English Language Arts Program. Language learning is developmental in nature. Teachers are encouraged to use a diagnostic/developmental approach and sequence the prescribed content to accommodate individual student's abilities, needs and learning styles.

LEARNING CONTEXTS

In keeping with the idea that individuals learn best when course content is addressed within meaningful contexts; the concepts, skills and attitudes of the program are integrated and clustered into four sections. These four sections relate to:

- frequent demands placed upon individuals in everyday life
- enhancing one's understanding of thoughts, feelings, ideas and behaviours of self and others
- recognizing the importance of using literature and media to enhance communication skills
- setting goals, and evaluating goals and personal performance.

The Presentation of Content section of this document (pp. 46–77) presents the prescribed components of the program organized into the following contexts:

A: Exploring Self and Others through Literature and Media
B: Communicating with Others
C: Exploring and Assessing Print and Non-print Media
D: Communicating in the Workplace.

The learning objectives listed in the Presentation of Content are related to applications in real life and across the curriculum.

THEMES

The thematic approach provides the applications and tasks in which concepts, skills and attitudes are combined into meaningful activities. Organizing instruction into themes integrates concepts, language arts skills, attitudes, process skills and inquiry strategies to focus attention on a particular topic, issue or concern. Language skills can be successfully learned in conjunction with language exploration in thematic units. The *English 36 Teacher Resource Manual* comprises four thematic units at each grade level, in which the prescribed concepts, skills and attitudes are clustered and addressed.

The thematic approach to language learning has many advantages. Thematic units:

- aid in the natural integration of language skills. The relationships among such processes as critical thinking, decision making and organizing are reinforced as language is used to investigate, share, reflect upon and react to real issues that affect the students' lives. In addition, an appropriately constructed thematic unit provides for activities at all levels of thinking, such as recalling, applying, analyzing, synthesizing and evaluating.
- provide for cumulative and formative development of background concepts, skills and attitudes, enabling students to retain, relate and transfer their learning from day to day.
- furnish opportunities to review concepts, skills and attitudes in novel contexts, thus promoting transfer. Accessing prior knowledge and providing links to new contexts is an important component of an integrated program.

- promote flexibility in order to accommodate individual differences in interests, abilities and learning preferences. Using interests may be a powerful tool in advancing individual motivation and skill development. Learning is more readily facilitated when students perceive ownership for the learning contexts.
- provide opportunities to incorporate a wide variety of activities including issues and problems in the local community.
- promote the use of various media, technology and instructional approaches.

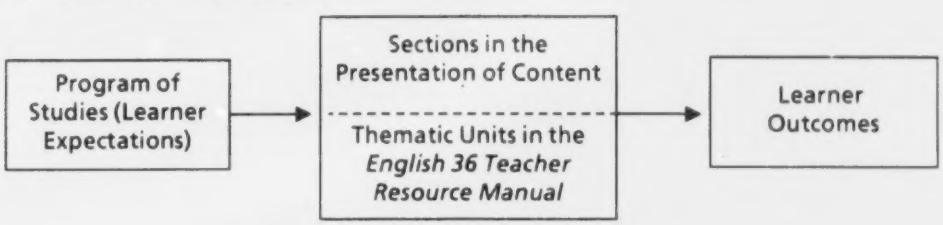
While the thematic approach is advocated and provides structure in the Integrated Occupational English Language Arts Program, skills-focused mini-units may, at times, be appropriate. For example, a teacher may identify the need for instruction in using a variety of sentences. Opportunity to use those specific skills should be provided in the context of natural language use subsequent to the specific instruction. Instructors are encouraged to intervene and to determine skills that should be taught or reinforced in a more focused manner.

Four themes at each grade level have been developed in the teacher resource manual to provide coverage of the required concepts, skills and attitudes. At the local level, teachers may wish to develop additional or alternative themes in order to expand and reinforce learning objectives.

THEME TITLES

	ENGLISH 16	ENGLISH 26	ENGLISH 36
THEME A	Between You and Me	Conflicts and Choices	Challenges
THEME B	Beside and Beyond	On My Mind	Dimensions
THEME C	Media Madness	Marvellous Media	Media Trends
THEME D	World of Work: Getting the Job	World of Work: Keeping the Job	World of Work: Towards Tomorrow

Teachers may organize for instruction using the Scope and Sequence charts (pp. 35–45), the sections in the Presentation of Content (pp. 46–77), the thematic units developed in the *English 36 Teacher Resource Manual* and/or locally developed themes. The diagram below illustrates the relationship among the alternative methods of addressing the prescribed component of English 36. (Refer to pp. 46–47 for additional information.)


Program of Studies (Learner Expectations)
Sections in the Presentation of Content
Thematic Units in the *English 36 Teacher Resource Manual*
Learner Outcomes

INTERPERSONAL SKILLS AND THE SOCIAL SPHERE

High school students are in a transitional stage of life. Adolescence is often a time of uncertainty and concern about peer relationships. Responses may appear to be unreasonable or inconsistent, as students are developing the ability to reflect upon and analyze their emotions.

Although schools are not the sole influences on the students' emotional, social and ethical behaviours, the instructional program does affect interpersonal learning.

The Goals of Secondary Education state the importance of affective and interpersonal goals when they indicate that students should:

- learn about themselves and develop positive, realistic self-images
- develop constructive relationships with others based on respect, trust, cooperation, consideration and caring as one aspect of moral and ethical behaviour.

Students will vary in their emotional/social development and their ability to cope with personal problems. Behaviours viewed as "problematic" are often simply an indication of the adolescent's lack of sophistication in using adult skills. Classroom instruction must provide a variety of approaches that will encourage students to reflect upon their responses in social situations and to develop productive interpersonal skills. The following guidelines for teacher behaviour have been adapted from Alberta Education's monograph *Students' Interactions, Developmental Framework: Social Sphere* (1988), and are intended to foster affective, interpersonal and moral learning within the classroom:

- **model appropriate behaviour for students.** When teachers are polite and respectful of students' dignity, students will respond positively. Students imitate and thereby implicitly learn to deal with emotions, other people and moral issues by observing the consistency of adult behaviour.
- **encourage students to express their opinions and feelings, to ask questions and to accept emotions as they occur in day-to-day life.** Through mediated learning, encourage students to examine emotional responses from different frames of reference, and to organize and interpret their own responses as well as the responses of others.
- **provide students with supportive comments, guidance and genuine expressions of concern.** Set expectations that are firm and fair, and then believe in the students' ability to meet those expectations and do well. Develop "working agreements" to help tasks flow smoothly and to ensure that students understand the nature of the instructional tasks they are asked to perform.
- **ensure that classroom management practices and rules are moderate in nature, known, upheld, negotiable and consistently applied.** Responding to the harmful or unjust effects/consequences of a transgression is more effective than reference to broken rules or unfulfilled social conventions.
- **recognize that experiential learning is a particularly effective vehicle for teaching interpersonal skills.** Although some learning may occur through listening and reading, one learns best to live with other people by living with other people. Cooperative learning techniques are especially useful where students are actively involved in lessons linked to their own needs, interests or experiences.

- **be aware that although adolescents deal with a number of issues, they usually cope by managing one problem/issue, or one segment of a problem/issue, at a time.** Help students to integrate various aspects of their lives by encouraging them to recognize how various problems/issues/solutions are often interrelated.

- **assist students to develop the ability to identify and apply skills and strategies that are appropriate in various contexts.** Individuals who appear to lack social skills may, in fact, use inappropriate skills in particular situations. When teaching interpersonal skills, be as concrete as possible, and "build bridges" by linking situations with appropriate actions and behaviours.

- **assist students to focus on the need for a system of shared social conventions and how these social conventions change with circumstances.** Inappropriate behaviour is often a result of being unaware of social conventions and the need for conventions for effective communication.

- **encourage students to interpret and evaluate the competing ethical issues presented to them.** Provide opportunities for open discussion and debate, where students interact with their peers. Discuss issues that are "real" to students.

- **provide students with practical strategies for resolving interpersonal conflicts.** A framework for social problem solving is provided in the *English 26 Teacher Resource Manual*. This framework uses a problem-solving approach in helping students to identify:
  - reasons for the difficulty
  - strategies to predict and avoid future conflicts
  - strategies to resolve conflicts.

Student development in the affective, interpersonal and moral domains has been addressed in this curriculum through attitudinal learning objectives that accompany each cluster of concepts and skills in the program of studies. Instruction must include a balance of approaches appropriate to student development in each domain, as delivery of isolated content will not ensure the formation of desired attitudes. The *English 36 Teacher Resource Manual* provides additional strategies that facilitate attitudinal development within the context of themes suggested in the Integrated Occupational English Language Arts Program.

REQUIRED AND ELECTIVE COMPONENTS

The instructional time for English is allocated as follows:

- 80% required component
- 20% elective component.

The required component of the Integrated Occupational English Language Arts Program reflects the concepts, skills and attitudes that all students must acquire. These are generic in nature because of their broad application to other disciplines and to common, everyday situations. The shaded program of studies segment of this document outlines the required component of the course.

The elective component of the Integrated Occupational English Language Arts Program provides opportunities for:

- remediation or reinforcement of concepts, skills and attitudes within the required component
- extension or enrichment of the program by introducing additional concepts, skills and attitudes considered appropriate to students' interests and needs.

Students' abilities, needs and interests will largely determine the use of elective time. The elective component provides opportunities for varying organizational and instructional strategies that facilitate learning and that are appropriate to each student's developmental stage and learning style.

In keeping with the philosophy that concepts, skills and attitudes are more successfully learned if taught within relevant contexts, they are integrated into four themes at each grade level in the *English 36 Teacher Resource Manual*. Each theme in the *English 36 Teacher Resource Manual* contains a variety of suggestions designed to provide activities, models and strategies. The instructor may wish to add, delete and alter activities to reflect the abilities, needs and interests of students.

The Planning section of this document provides general guidelines and ideas for adapting a theme to the particular circumstances of the classroom and individual students.

SUGGESTIONS FOR THE ELECTIVE COMPONENT

Several factors should be considered when selecting content for the elective component: curriculum objectives; students' abilities, needs, interests and goals; students' and community cultural heritage; and availability of suitable learning resources.

In keeping with student needs and goals, the elective component may be used to provide additional instructional time (extension and remediation) to study the themes that support the required component of the program. In other instances, however, teachers may wish to develop enrichment themes using the elective component of the program. Themes of this nature may relate to English competencies required in the workplace, a student interest topic or a literary study.

EXAMPLES: LITERARY STUDIES

- Teachers and students may read and discuss selected chapters of novels in the classroom, which may entice students to finish reading the books on their own.
- Students may enjoy using folk stories, fables, popular songs and poetry to enhance understanding of character or story development.
- Students may read a play using a combination of silent and oral readings and presentations of selected acts/scenes.

Teachers are encouraged to refer to the Planning section of this document and the *English 36 Teacher Resource Manual* when developing thematic units.

LEARNING RESOURCES FOR ENGLISH 36

STUDENT LEARNING RESOURCES

BASIC LEARNING RESOURCES

- Hilker, Douglas; Natalie Little and Brenda Protheroe. *Your Voice and Mine 3.* Holt, Rinehart and Winston of Canada, Ltd., 1988.
- Robinson, S. D. (ed.). *Straight Ahead: Destinations.* Prentice-Hall Canada Inc., 1990. (A basic learning resource for English 23.)

TEACHING RESOURCES

- The *English 36 Teacher Resource Manual* (1992) developed by Alberta Education contains teaching strategies and sample activities organized into themes and intended to structure and support:
  - development of the required concepts, skills and attitudes
  - development of process skills, problem-solving/decision-making strategies and critical/creative thinking skills
  - development of knowledge about, and application of, the language arts strands: writing, reading, viewing, listening and speaking
  - integrated instruction of the language arts strands and related concepts, skills and attitudes
  - evaluation of student progress.

Teacher resource manuals are available through the Learning Resources Distributing Centre (LRDC), 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (427–2767).

- *Students' Interactions, Developmental Framework: Social Sphere.* Alberta Education, Curriculum Branch, 1988.
- *Teaching Thinking, Enhancing Learning. A Resource Book for Schools ECS to Grade 12.* Alberta Education, Curriculum Branch, 1990.
- Teachers are encouraged to peruse the Alberta Education, LRDC, *Buyers Guide* and select appropriate resources that are listed for other high school English Language Arts courses.

SUPPORT RESOURCE

- *Applied Communication.* Agency for Instructional Technology (AIT). Bloomington, Indiana, 1988. *Applied Communication* is a series of 15 modules containing videotapes, instructor's guides and student worktexts. *Applied Communication* is designed to enhance students' communication skills at school, at home, at the workplace and in the community and is available through ACCESS Network.

  Direct references to specific modules are included in the thematic units developed in the *English 36 Teacher Resource Manual.*

TECHNOLOGY AND MEDIA

To enhance course presentation, teachers are encouraged to make use of available media services, libraries and government agencies for films, videotapes, audiotapes, records, kits, picture sets and filmstrips. (See The Use of Technology and Media in the English Language Arts Class, p. 28.)

COMPUTER COURSEWARE

A variety of computer courseware is available to develop and support the concepts, skills and attitudes in the integrated Occupational English Language Arts Program. Consult the teacher-librarian for information regarding software within the school and/or to locate appropriate catalogues. A summary of courseware approved for regular secondary English programs, and which may be useful in the English 36 classroom, is provided in *Computer Courseware Evaluations,* Volume VIII (Curriculum Branch, Alberta Education, 1988).

Teachers are encouraged to preview and select continuously, for classroom use, word processing and other software in keeping with the abilities, needs and interests of students.

ACCESS NETWORK

ACCESS offers a variety of resources and services to teachers. For nominal dubbing and videotape fees, teachers may have ACCESS audio and video library tapes copied. ACCESS also offers a service called "Night Owl Dubbing", which allows educators to videotape late night educational programs directly from their own television sets. ACCESS publishes both an *Audio-Visual Catalogue* and a comprehensive schedule of programming, which are available on request. For additional information, contact ACCESS Network, Media Resource Centre, 295 Midpark Way SE, Calgary, Alberta, T2X 2A8 (from outside of Calgary, telephone toll free, 1-800-352-8293; in Calgary, telephone 256-1100).

REGIONAL AND URBAN RESOURCE CENTRES

Films and videos are available for loan through five rural resource centres located across the province. Teachers are encouraged to access materials from the resource centre that serves their geographical area.

Many urban communities have resource centres that serve the needs of teachers within their jurisdictions. A complete list of the resource centres, addresses and telephone numbers is in the *English 36 Teacher Resource Manual.*

OTHER LEARNING RESOURCES

Teachers are encouraged to use a variety of materials in the classroom to enhance students' language development. Basic and support learning resources for courses are listed in the Alberta Education, LRDC, *Buyers Guide*. Materials listed for English 23, Reading 10, and Communications A and B may be suitable for some students in English 36. For example, a combination of viewing, reading and speaking activities may be applied during an in-depth study of a Shakespearean play, such as *Romeo and Juliet* (English 13) or *Macbeth* (English 23). A variety of publishing companies distribute high interest/low reading level novels, short story selections and plays that may be suitable for classroom use.

The following resources have been identified as potentially useful for the Integrated Occupational English Language Arts Program. These materials have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. The list is provided as a service only, to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluating these resources prior to selection rests with the local jurisdiction. Additional resources are listed in the *English 36 Teacher Resource Manual.*

BOOKS

Booth, David W. *Words on Work: An Integrated Approach to Language and Work*. Globe/Modern Curriculum Press, 1982.

Duncan, Barry. *Mass Media and Popular Culture*. Harcourt, Brace and Jovanovich, 1988.

Elrick, Thomas F. *Forms in Your Life, A Student Workbook and Guide to Everyday Forms, Third Edition.* Globe/Modern Curriculum Press, Toronto, 1991.

Goepfert, Paula S. (ed.). *The Communications Handbook*. Scarborough: Nelson Canada, 1982.

Gough, Nigel; and Gael Tickner. *Language at Work*. Holt, Rinehart and Winston of Canada Ltd., 1987. (A basic learning resource for English 23.)

Kimbrell, Grady; and Ben S. Vineyard. *Entering the World of Work*. Bennett and McKnight, a division of Glencoe Publishing Co., 1983.

Livesley, Jack; Barrie McMahon, John J. Pungente, S. J. and Robyn Quin. *Meet the Media*. Globe/Modern Curriculum Press, 1990.

Nilsson, Dr. Virginia. *Improve Your Study Skills: A Series of Seven Modules for Adult Students.* Athabasca University, Box 10 000, Athabasca, Alberta, T0G 2R0. 1988.

Ontario Ministry of Education. *Media Literacy, Resource Guide, Intermediate and Senior Divisions, 1989.* ISBN 0-7729-5090-3, Queen's Printer for Ontario, 1989. (A support teacher reference for English 10–20–30 and English 13–23–33.)

PERIODICALS

Consumer Talk is a set of eight consumer information sheets presented in tabloid (newspaper) format and intended for high school students. Class sets may be obtained free of charge from Alberta Consumer and Corporate Affairs, Regional and District Offices.

Proem Canada magazine is a semi-annually publication containing prose and poetry written by Canadian young people for Grades 8–12 audiences. *Proem Canada* may be ordered from Chris Magwood, P.O. Box 416, Peterborough, Ontario, K9J 6Z3.

Scholastic Voice magazine is for students in Grades 8–12, but it is written for Grades 5–9 reading levels. Each magazine may include essays, news articles, poems, short stories, TV scripts, sports news, cartoons, jokes, a variety of word games and other features designed to motivate students in English. *Scholastic Voice* is published 24 times a year and may be ordered from Scholastic Classroom Magazines, Scholastic-TAB Publications, Ltd., 123 Newkirk Road, Richmond Hill, Ontario, L4C 3G5.

Stars magazine is for students in high school and is written at the Grades 6–9 reading levels. *Stars* is published nine times per year, has copyright clearance and is available through Turman Publishing Company, 200 W Mercer Street, Seattle, Washington, 98119, U.S.A.

KITS

Media and Society. National Film Board. 150 Kent Street, Suite 642, Ottawa, K1A 0M9, 1989. A teacher resource handbook and two videocassettes with 20 titles grouped as follows: Advertising and Consumerism, Images of Women, Cultural Identity and Sovereignty, Power, Politics and Ideology.

Additional resources are listed in the *English 36 Teacher Resource Manual.*

PLANNING

GENERAL COURSE PLANNING

Language strands and the related concepts, skills and attitudes may be clustered and sequenced at the teacher's discretion; however, the following suggestions are offered:

- Use the initial theme developed at each grade level in the teacher resource manual to establish procedures and develop a positive, cooperative classroom environment. Provide opportunities for students to:
  - enhance understanding of self and others through exploratory reading, writing and talking
  - reflect on reading and writing interests
  - establish short- and long-term personal goals.

- Conference with teachers in other subject areas to provide direction in sequencing course content, establishing expectations and strategies, determining emphasis, and clustering the language skills, process skills and inquiry strategies. Cooperative planning will help teachers enhance student development through the reinforcement of concepts, skills and attitudes in all subject areas.

Program planning should involve an emphasis on writing and reading as recursive processes. The English Language Arts program should include a wide array of activities from these writing domains in keeping with the abilities, needs and interests of students:
- sensory/descriptive
- imaginative/narrative
- analytical/expository.

Teachers are encouraged to use a variety of print and non-print resources and suggestions are listed in this document (pp. 14–16) and in the *English 36 Teacher Resource Manual*. Teacher resource manuals also provide suggestions for a variety of writing, reading, speaking, listening and viewing activities.

TIME ALLOCATION

English 16, 26 and 36 are each 3–credit courses. Time for each course is to be allocated at the discretion of school or jurisdiction administration to reflect the needs of individual students.

Required concepts, skills and attitudes are designated 80 per cent of the instructional time. The remaining 20 per cent represents the elective component to be used for remediation or reinforcement, or to enrich and extend the program by providing opportunities to introduce new topics (see p. 13). Additional information about the relationships among learning objectives and themes is presented on pages 46 and 47.

COMMUNITY PARTNERSHIPS

The Integrated Occupational English Language Arts Program must enable students to recognize the relevance of language, critical/creative thinking skills and problem-solving/decision-making strategies in daily living. Students will be expected to demonstrate an understanding that:

- concepts and skills in language have application in daily experiences within the home, community and work environments
- goal setting, problem solving and decision making are important life skills
- preparation for an occupation or career requires that effective language skills be developed.

Community partnerships (i.e., community-based learning experiences) will foster an appreciation of language for its usefulness and relevance. Direct community involvement will assist students to transfer specific language arts concepts and skills to more generalized situations in everyday life and the world of work. Guest speakers, field trips, job shadowing and mentorships are a few examples of meaningful community associations.

To illustrate, Theme D at each grade level lends itself to integrated activities with occupational courses and the community, as students are asked to identify and react to events taking place in their environments. Guest speakers might include the local MLA and other political figures; the student council president; leaders of community groups who are lobbying on issues such as school closures, traffic congestion, speed limits or the environment; the school resource officer; or a member of the police force.

Additional suggestions for meaningful community partnerships in the Integrated Occupational English Language Arts Program might include:

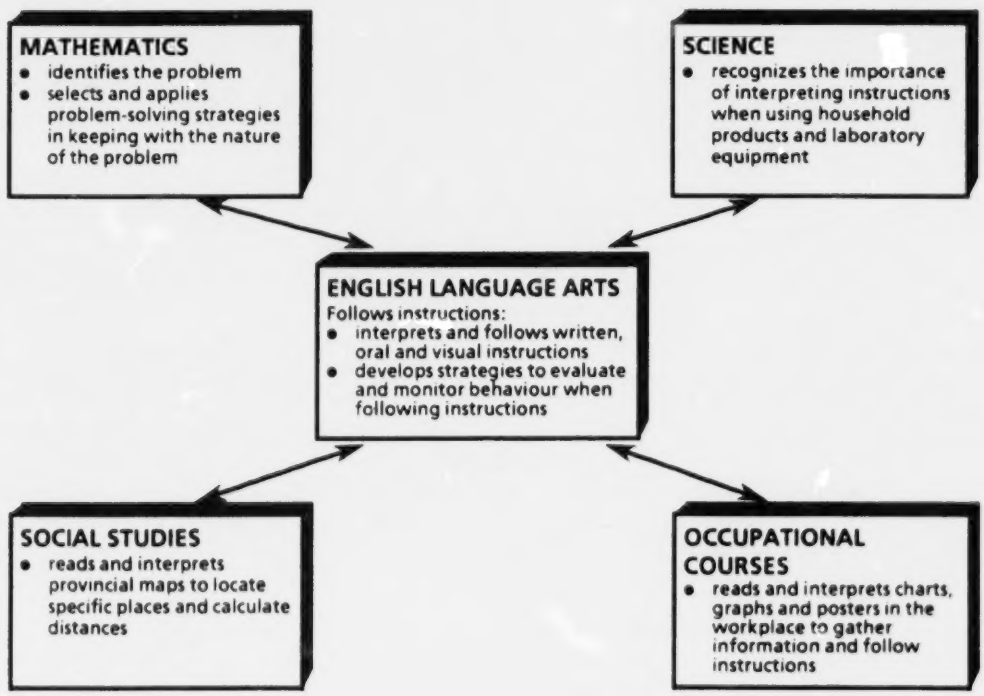
- inviting an author to discuss the writing process; a guest speaker who could contribute to a particular theme being studied; or an actor to enhance students' understanding of language arts skills in drama
- organizing field trips to a local TV station and a newspaper office, focusing on relationships among language concepts, skills and attitudes, and the media
- inviting the personnel manager of a neighbourhood company to conduct mock job interviews
- providing opportunities for students to engage in meaningful communication such as regular visits to a senior citizens' home, a day-care centre and/or a hospital
- preparing questions and interviewing a worker at the job site during the World of Work thematic unit
- identifying businesses, agencies and organizations within the community that use computer technology, and conduct on-site observations
- using local, national and international newspapers to reinforce language concepts, skills and attitudes
- providing opportunities for students to express their opinions about local, national and international events by writing letters to government officials or newspapers, telephoning appropriate people and/or debating issues with classmates or others
- videotaping students at their community partnership sites in order to discuss formal/informal rules, the application of technology, specific tasks associated with the site, and employer/employee relationships.

CURRICULAR INTEGRATION

Emphasis has been placed on relating language to life skills and to other subjects in the curriculum. Students will relate course learning objectives to numerous past, present and future personal experiences. Linking course content to experiences, both within and beyond the classroom, will enhance student motivation. Students' ability to transfer language arts concepts, skills and attitudes to unfamiliar situations will also be enhanced as a result of multiple exposures to their application.

Teachers are encouraged to select instructional strategies that provide for the development of processes and skills within the context of their application to out-of-school experiences, the occupational program and other disciplines. Columns two and three of the four-column Presentation of Content (pp. 46–77) provide suggestions for relating language concepts, skills and attitudes to other subjects in the curriculum and experiences beyond the school.

The diagram below illustrates how curricular integration may be achieved through cooperative planning and application of the program of studies across the curriculum.


MATHEMATICS
• identifies the problem
• selects and applies problem-solving strategies in keeping with the nature of the problem
SCIENCE
• recognizes the importance of interpreting instructions when using household products and laboratory equipment
ENGLISH LANGUAGE ARTS
Follows instructions:
• interprets and follows written, oral and visual instructions
• develops strategies to evaluate and monitor behaviour when following instructions
SOCIAL STUDIES
• reads and interprets provincial maps to locate specific places and calculate distances
OCCUPATIONAL COURSES
• reads and interprets charts, graphs and posters in the workplace to gather information and follow instructions

COOPERATIVE PLANNING AND CONFERENCING AMONG TEACHERS is central to understanding the contexts in which concepts, skills and attitudes are taught across the curriculum, planning the strategies and activities for reinforcement, and ensuring consistency of expectations and learning outcomes. Teachers are encouraged to plan for instruction that will reinforce learning objectives, contents of the thematic units, thinking skills, inquiry strategies, etc., in keeping with student abilities, needs and interests.

METHODOLOGY

Materials in this section provide information pertaining to students, teaching strategies and the use of technology and media. Additional materials designed to assist teachers when planning for instruction are in the *English 36 Teacher Resource Manual*.

NATURE AND NEEDS OF THE LEARNER

The Integrated Occupational English Language Arts Program focuses on the nature and needs of the learner. When organizing for instruction, teachers are encouraged to identify students' strengths and weaknesses, link unfamiliar knowledge, skills and attitudes to familiar experiences and build upon students' strengths. Methodology and teaching strategies applied should enhance students' positive attitudes and self-esteem, attend to individual learning styles, promote cognitive development and include meaningful contexts.

ATTITUDE AND SELF-ESTEEM

Attitude and self-esteem strongly influence learning. An appropriate program must foster in students positive self-concepts and attitudes toward learning. In order to enhance self-concept and attitude development, the course design and delivery should:

- provide meaningful and relevant experiences and content
- be appropriate to students' abilities
- provide for students' success.

LEARNING PREFERENCES

Each student has a preferred learning style and, therefore, varies in the ways he or she receives, processes, recalls, applies and communicates information. Instructional planning and delivery must include careful assessment of individual developmental characteristics, skills, knowledge and learning style. Adjustments to course design and delivery may be necessary to ensure that individual student needs are being met. (See *English 36 Teacher Resource Manual*.)

A variety of teaching strategies may be used to accommodate learning styles. To illustrate, instructions that are detailed or complex and depend heavily on short-term auditory memory might be presented in alternative forms. For example, pictures, diagrams or posted instructions will act as permanent external stimuli to help the student follow instructions accurately and successfully.

COGNITIVE DEVELOPMENT

Students are at various levels of concrete and formal operational thinking. Concrete operational thinking is one's ability to think logically about events and things in the context of immediate experiences. Formal operational thinking, in part, involves one's ability to generalize, infer and hypothesize. The following may assist teachers to enhance student development from concrete to formal (abstract) operational levels:

- identify what students currently know about a topic and begin instruction with what is known
- use concrete, physical objects or experiences
- apply a variety of questioning strategies designed to extend thinking to the formal operational level.

MEANINGFUL CONTEXTS

Language is learned and developed through purposeful use and in meaningful contexts. Writing, reading, viewing, listening and speaking activities are integrated with skills and attitudes identified for competent functioning at home, at school, in the workplace and in the community. Many forms of personal activities, literature, media and technology provide the basis for meaningful experiences. Since students may encounter difficulty when transferring specific skills to more general contexts, an integrated teaching approach is emphasized and discrete skill instruction is de-emphasized. Thematic instruction is used to advance the goals and objectives of the Integrated Occupational English Language Arts Program within meaningful contexts. Thematic units are developed in the *English 36 Teacher Resource Manual*.

LITERACY AND THE INTEGRATED OCCUPATIONAL ENGLISH LANGUAGE ARTS PROGRAM

The Integrated Occupational Program is designed to prepare students for competent functioning in various roles at home, at school, in the workplace and in the community. A large component of the required competencies relates to basic literacy skills.

Functional literacy and acceptable literacy levels have been defined in a variety of ways. Literacy has been related to years of schooling, reading achievement levels completed, age equivalents and the ability to apply skills to tasks. To further complicate the issue of defining literacy, several specialized classifications of literacy have evolved along with their specific definitions, such as occupational literacy, survival literacy and media literacy.

The Integrated Occupational English Language Arts Program encourages teachers to identify a student's current ability level and promote growth using individual needs and interests. The literacy demands of the home, school, workplace and community are addressed in the program through a wide variety of learning activities and strategies.

Language-related tasks will often change as students mature into adulthood. For example, adults who return to the classroom often do so to upgrade their literacy skills for very specific occupational applications. Therefore, the most successful learning for these adults will occur within the context of the world of work.

In summary, literacy encompasses numerous skills in a wide range of functioning levels. The English language arts program recognizes the variations in real life reading and uses students' present skills, needs, and interests to link the required concepts, skills and attitudes with the contexts in which they will be used.

TEACHING THE STRANDS OF LANGUAGE

When preparing for instruction, teachers are encouraged to review the sections: The Parts of the Program and the Whole Program (pp. 36–62) and Teaching the Strands (pp. 70–75) in the *Senior High School Language Arts Curriculum Guide*, Alberta Education, 1982. The following are to be considered when planning a program integrating the language strands:

- THE STRANDS ARE TO BE TAUGHT IN AN INTEGRATED FASHION, RATHER THAN IN ISOLATION. Strand interdependency is recognizable when instructors consider that speaking activities include listening and viewing, that speaking and listening form the basis for a reading vocabulary, and that reading and speaking strengthen writing ability.

- LANGUAGE IS A PROCESS OF EXPLORING, IDENTIFYING, ANALYZING AND EXPRESSING MEANING. All language strands can be used at various stages when developing a final product, such as a descriptive paragraph, an oral presentation or a videotape production. Students might gather information by listening, reading and viewing; generate ideas and organize input through speaking and writing; revise and review by speaking, listening and writing; and share a final product using a combination of writing and speaking activities.

- LANGUAGE ACTIVITIES MUST BE AUTHENTIC AND PURPOSEFUL. To encourage the relevance of language, the evaluation focus of activities should shift from the teacher as examiner/assessor to the student as a self-appraiser. An audience makes a reading activity meaningful. The audience is a person or group of persons who attend to the communication efforts of another in order to understand the shared experience. Thus, listening to a student read a favourite poem, an interesting newspaper article, or announcements from the office is providing an audience. **Teachers are encouraged to avoid "round robin oral reading"**, as this strategy may result in an unnecessarily stressful experience for readers. Encourage students to rehearse a reading to be shared with the class, such as a joke, a paragraph from a book, or instructions on completing a project.

- READING AND WRITING MAY REQUIRE THE GREATEST EMPHASIS. Guided practice at writing in a variety of forms is necessary to assist students to achieve success. Students will learn from the strategies used by the teacher, and teachers may motivate students by writing with the class and sharing in some of the assignments. Encourage students to recognize that writing is a recursive, ongoing activity and that the quality of a final draft is important.

  Students need to realize that reading can be a pleasurable and rewarding experience. It would be appropriate to devote the equivalent of one period a week to a reading activity that promotes the fact that "reading is fun". Develop a reading corner where a wide variety of material is readily available, such as pocketbooks, magazines and comic books. The accessibility of materials at appropriate reading levels is crucial in promoting the reading habit. A book swap arrangement may be workable — students may take a paperback, if they contribute one they would recommend to others. Have the teacher–librarian visit on a regular basis to discuss and display new and appropriate materials available in the library. Teachers are encouraged to familiarize themselves with the books students read and to become sensitive to individual student's interests. Schedule time to conference individually with students, leading them to further reading and encouraging a balance in reading choice. Through careful planning and supporting, teachers may often entice students to read independently and on a regular basis.

- SELF-ASSESSMENT IS TO BE ADDRESSED THROUGHOUT THE STUDY OF THE LANGUAGE STRANDS. Students will be encouraged to monitor and adjust their use of the language strands in all social situations. Due to perception inconsistencies and lack of self-confidence, students may struggle in social situations, perhaps leading to broken friendships, family problems and disciplinary action taken against them at school and at work. Efforts must be made to integrate instruction in self-assessment strategies throughout the English program. Teachers might wish to experiment with the following:
  - videotape role playing activities to provide opportunities for students to observe personal behaviour
  - teach a focused subunit on body language, such as body postures, body gestures and facial expressions
  - instruct students to recognize and react appropriately to non-verbal communication and nuances in voice tone. For example, discuss with students the changes in each of these sentences as a result of emphasizing one word more than the others:

    "<u>What</u> are you doing?"
    "What <u>are</u> you doing?"

"What are you doing?"
"What are you doing?"

- encourage students to become aware of feelings that indicate that communication is degenerating and recuperative strategies are needed, such as asking questions to clarify
- encourage students to make frequent perception checks, such as paraphrasing, during their conversations.

The thematic units developed in the *English 36 Teacher Resource Manual* provide additional suggestions for teaching the language strands.

PROCESSING INFORMATION IN THE ENGLISH LANGUAGE ARTS PROGRAM

The Integrated Occupational English Language Arts Program places special emphasis on promoting individual awareness and knowledge about the techniques that enhance effective communication. The majority of people learn appropriate strategies through everyday experiences. Due to perceptual, rather than academic factors, some students may lack this tacit knowledge. Expanding awareness of thinking processes, while addressing the five language strands, will prove beneficial to the social and academic development of Integrated Occupational Program students.

Emphasis is placed on processing information using critical and creative thinking skills, such as predicting, analyzing, evaluating and synthesizing. The intent is to enable students to become increasingly aware of personal thinking processes, and to apply a variety of thinking processes to solve problems and make decisions. Educational research suggests that modelling behaviour and providing practice will enhance students' development of appropriate strategies. Encouraging students to develop personal problem-solving/decision-making strategies may prove to be beneficial since individuals often remember and apply self-developed strategies more frequently than those offered by others.

The development of process skills will assist students to internalize information and knowledge for long-term application, rather than acquire knowledge for superficial, short-term use. Students should be taught to recognize the varying goals of learning in order to evaluate when it is appropriate to use short-term memory strategies (e.g., to remember a telephone number until one can write it down) or "deep processing" strategies (e.g., when applying a skill in a variety of situations). Teachers are encouraged to directly and/or indirectly teach strategies to expand students' ability to process information and to integrate both performance and process objectives in their instructional planning.

Various activities designed to enhance the development of process skills are suggested in the Presentation of Content section of this document and in the *English 36 Teacher Resource Manual*.

The following teaching strategies may be used to enhance development of process skills:

- **Promote a variety of and encourage reciprocal questioning behaviours:** To promote higher level thinking and increasingly difficult information processing, teachers and students must use questions that require one to apply, analyze, synthesize and evaluate information. Predicting, comparing, inferencing and appraising real life situations develop higher level thinking skills. McNeil (1986)[1] found that comprehension processes were much more common when teachers asked: "What did you read that is so important that you want to remember it always?" rather than, "What did you read that you should remember for a test?"

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1. McNeil, John. *Impact of Social Studies Tests and Textbooks on Mature Reading Comprehension.* Unpublished manuscript, University of California, Los Angeles, California, 1986.

- **Model strategies:** Teachers may model strategies for students by "thinking aloud" when applying a thinking strategy. Explicit teacher explanations are associated with higher awareness of lesson content and achievement. For example, when instructing students to look for context clues, remind them that this includes all the words before and after the new word. Context clues may also be found in surrounding sentences. (See Instructional Mediation.)

  The teacher may continue to talk about using the strategy, emphasizing the use of a mental process by suggesting that students put the clues together with what they already know about that word, and decide on the meaning.

- **Apply strategies to common situations:** Learning becomes increasingly successful when applications can be made in all environments. For example, teachers may relate skimming and scanning to reading want advertisements, sales flyers and bus schedules.

Teachers are encouraged to provide opportunities for students to practise modelled strategies in class to ensure the use and transferability of these strategies. This teaching method will:

- promote attitudes and behaviours that enhance the use of thinking skills, such as:
  - being sensitive to the feelings and concerns of others
  - seeking to become more informed
  - striving for precision and clarity when writing and speaking.

- enhance student ability to apply problem-solving and decision-making strategies to a variety of situations by asking themselves questions related to identifying the problem, planning strategies, evaluating the plan and assessing personal performance.

- encourage students to recognize that they can regulate and monitor their learning behaviours, and thus control the outcomes. Achievement in class can be improved, if students believe they can influence their performance by their personal efforts. Strategies for self-management are provided in the *English 36 Teacher Resource Manual*.

- assist students to be conscious of their thought processes by providing opportunities to discuss behaviours and thinking processes with teachers and peers. Students may solve a problem in pairs and verbalize the thought processes involved while solving the problem.

INSTRUCTIONAL MEDIATION

Recent educational research has focused, in part, on instructional mediation and "teacher talk" in the classroom, in particular, during the development of process skills and inquiry strategies. Instructional mediation is an interactive process wherein teachers outline their interpretation of tasks and thinking processes to students and students construct their own interpretations of the tasks/processes being learned. This communication exchange stimulates the development of thinking skills by allowing teachers and students to contribute to a meaningful learning situation. Lectures, or one-sided explanations, rely on students to be self-mediating and to supply meaning without the advantage of communication interaction.

Teachers using instructional mediation model behaviour that will assist students to select and make more efficient use of critical and creative thinking skills. Emphasis on a strategic view of tasks will encourage students to become increasingly independent in the processes and behaviours they use to solve problems and make decisions.

Mediation will enhance students' feelings of competency. Students need to see themselves as being successful. Students who feel competent, and who recognize their efforts as being effective in learning, are more likely to be persistent in attempting new tasks that are difficult. Students who feel incompetent and unsuccessful often require constant praise from external sources. Students who do not recognize that their efforts are effective in the learning process have limited performance goals and are hesitant to engage in any task at which they cannot quickly become successful. Teachers can encourage students to extend their learning goals by focusing mediation on the roles of continuous effort and strategy selection in achieving success.

To apply instructional mediation in order to create a classroom environment that will stimulate student use of thinking skills, the teacher should:

- assist students to identify, analyze and evaluate materials and personal performance
- assist students to pause, revise, edit and clarify at appropriate times
- model and encourage students to use vocalization of thought processes
- encourage persistence
- promote student use of appropriate questioning techniques.

Coaching is a suitable strategy to use when assisting students to develop appropriate behaviour/process strategies and awareness of individual communication problems. A program where students acquire the abilities to ask questions, monitor and regulate involvement in social enterprises and maintain conversations may be much more beneficial to students than a program emphasizing rules and a series of isolated skills. **The classroom must provide a supporting, caring and trusting environment where taking risks to overcome learning difficulties is encouraged and accepted.**

EXPERIENTIAL APPROACHES TO ENGLISH LANGUAGE ARTS

Students' learning styles and diverse developmental levels suggest a multidimensional approach to learning, involving situations that may be experienced or simulated by students. Activities should be chosen on the basis of their familiarity and relevance to the student and student input. Understanding of abstract concepts can be best developed through a variety of tactile experiences involving language arts skills. An experiential approach of this nature suggests that instruction in language arts include:

- active student involvement
- activities that encourage concrete and formal operational thought and the transition between them
- activities that address individual developmental levels
- activities that promote an awareness and use of questioning strategies that enhance thinking.

Experiential approaches to learning are valuable because:

- learners are provided with the opportunity to observe, react to and evaluate common, practical situations
- experiences furnish clues that will assist students to clarify meaning and provide foundations for concept formation
- learners will establish connections between social situations and language use.

As students become active in multidimensional experiences, they will examine thought and language within a specific context. By constructing models, making meals, assuming roles, making pottery and watching films, students attach significance to the language they hear and use. Students will encounter language that is suitable for the participants, the setting, the topic and the task.

The following table lists several multidimensional experiences suitable for giving language learning a concrete context. Sensing, viewing, visiting, sharing, performing, dramatizing, making, crafting, growing, raising, creating and experimenting share similar features, therefore strict distinctions between these types of experiences are not essential for a language in context approach. The inclusion of activities from each of these types of experiences will assist in providing an experiential language arts program.

EXAMPLES OF MULTIDIMENSIONAL EXPERIENCES[1]				
SENSING	VISITING	PERFORMING	MAKING	GROWING
touching smelling tasting hearing	field trips classroom guests theatre presentations	music gymnastics dance	meals pottery T-shirts book ends models	plants, animals cultures chemical formations
VIEWING	SHARING	DRAMATIZING	CRAFTING	CREATING
films television programs pictures sculptures animal behaviours	games artifacts discussions interviews demonstrations art	real-life roles mimes masks plays scenes monologues	clay wood paper cardboard cloth straws	designs posters poems games computer programs

Teachers are encouraged to begin instruction with concrete experiences. Experiences provide a foundation for learners upon which to build communication concepts, skills and attitudes, and progress from concrete to abstract thinking processes and language use. Actual experiences shared by students and teachers can become the springboards for further learning. A performance by a theatre company may become a catalyst for discussing, writing and researching; a student's painting may become the stimulus for writing, which can then become reading material for other students.

PROBLEM-SOLVING/DECISION-MAKING FRAMEWORK

Enhancing students' ability to solve problems and make decisions is a major focus of the Integrated Occupational Program. Today's rapidly changing society requires that students apply communication skills and learning strategies to new and unfamiliar situations. Critical and creative thinking skills must be developed to enhance students' abilities to solve problems and make decisions. Opportunities should be provided for students to apply skills and strategies in a wide variety of circumstances.

The problem-solving/decision-making model outlined on the following page should not be interpreted as consisting of fixed and rigid stages and strategies. Its use will depend on specific problems and individual students. Students will select, expand upon and focus on stages and strategies that are appropriate to the concern or problem. Students should recognize problem solving and decision making as a series of interrelated activities and thought processes that lead to an action or a solution.

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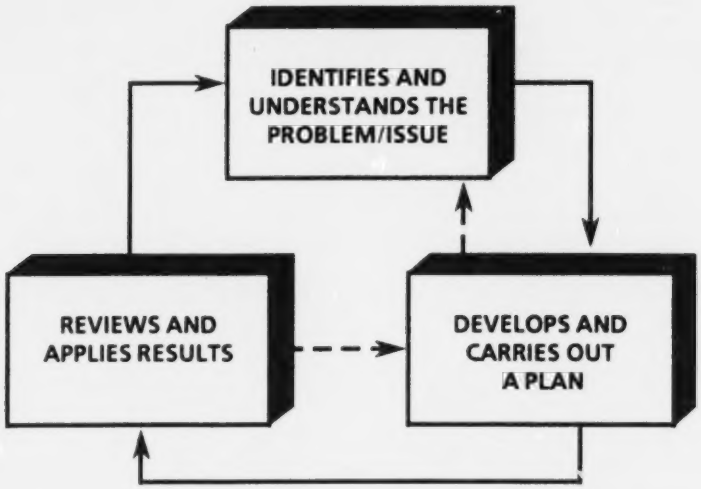
1. For permission to adapt and print copyrighted material, grateful acknowledgement is made to the following: Curriculum Development Branch, Ministry of Education, Province of British Columbia, for excerpts from, *English as a Second Language K–12, Resource Book, Integrating Language and Content Instruction*, Volume 1, 1987, pp. 14, 15.

Teachers are encouraged to assist students to evaluate the process, the outcome and their personal performance throughout the problem-solving/decision-making process.



The following guidelines may be of assistance when planning effective problem-solving/decision-making activities. Additional information is provided in the *English 36 Teacher Resource Manual.*

- Nurture a positive atmosphere that fosters flexibility, acceptance and cooperative exploration of strategies to be used when solving problems and making decisions. A positive, open-minded, supportive approach is needed for thinking skills to develop and for students to take risks.
- Assist students to identify the problem or issue, and/or one aspect of the problem or issue.
- Share the framework and strategies with students and provide opportunities for students to modify the framework and strategies. The model provides structure to the overall process and to specific strategies that students may use at each stage of the problem-solving/decision-making process.
- Encourage students to be creative and experimental in their approach to problem solving and decision making. The strategies in decision making and problem solving, while useful in the support and structure they provide, should not become inflexible algorithms in themselves.
- Present problem-solving/decision-making activities either in context and/or in a skills-focused mini-unit based on students' needs and abilities. Ensure that issues and problems are relevant to student interest, experience and everyday life, and that the cognitive demands of the issue/problem correlate with the developmental levels of students.
- Modify and vary the approach to problem solving/decision making to ensure that appropriate interest, participation and success levels are experienced by all students. Most students have an inherent desire to undertake the challenge provided by a problem. However, past experiences or present attitudes may prevent some students from accepting this challenge.
- Present situations that give students problem-solving/decision-making experiences that are transferable to other subject areas and everyday life.

THE USE OF TECHNOLOGY AND MEDIA IN THE ENGLISH LANGUAGE ARTS CLASS

The impact of technology and media on society has been recognized by educators. Computers and television may be the most influential technological advances, yet all forms of print and electronic media/technology will have an affect on the lives of students.

To varying degrees, technology will influence all institutions in our society, including medicine, transportation, communication, government and education. Therefore, technology affects individuals. Exposure to technology is increasing through everyday activities, such as using banking machines, purchasing a ticket to a concert, maintaining and driving automobiles, making hotel or airplane reservations and using electronic maps to locate areas in a shopping mall. While making use of technology in a variety of ways, students will become familiar with the conveniences and limitations of its numerous applications.

Students must be assisted to become critical viewers/readers/listeners of print/electronic media including television, magazines, newspapers, films and rock videos. The classroom should provide opportunities for students to analyze media and the affects of media on their own lives and on society. Educators need to teach students the appropriate skills and related attitudes that will enable them to become critical, selective and discriminating in their reading, viewing and listening habits.

COMPUTER TECHNOLOGY

Due to the present development of microtechnology and the availability of low cost and effective microcomputers, computer technology is affecting every individual. The traditional meaning of the word "literacy" has taken on a new dimension. To be literate in our changing society, students need not only the ability to communicate through writing, speaking, listening, viewing and reading, but also the skills of interacting with machine technology; e.g., the hand-held calculator and the microcomputer.

Three important uses of computer technology are:
- visual/psychomotor development
- skill and concept reinforcement through a variety of innovative methods
- word processing knowledge and reinforcement.

INTERACTIVE COMPUTER SOFTWARE

Interactive computer software holds great promise for application in the English Language Arts classroom. Word processing, in particular, can have a major impact in the English Language Arts class and may assist students to organize, revise, edit and share material. Networking and computer conferencing may also enhance student ability to access and organize information and ideas. Teachers are encouraged to refer to the Learning Resources section of this document and identify computer software suitable for the abilities, needs and interests of their students.

The concepts, skills and attitudes required to be computer literate will vary according to students' maturation and ability. Nevertheless, the Integrated Occupational English Language Arts Program may provide opportunities for students to:
- identify and critically analyze computer software suitable to course/personal development
- use a variety of prepared programs on a computer and show respect for hardware and software
- use computers to gather and organize information
- recognize the basic applications, limitations and capabilities of a computer and identify major areas in society where computers are used and the tasks performed by computers.

MEDIA MATERIALS

Teachers are encouraged to use a variety of media materials in the classroom. Newspapers, periodicals, television programs, films, audiotapes, videotapes, short story collections and plays will contribute to students' experiences and will enhance their development of media literacy skills.

TELEVISION

The advantages and disadvantages of television viewing are often debated, yet the fact remains that educators must prepare students to become critical viewers, rather than passive absorbers. Television has changed our lives and critical viewing has become an important educational skill. This is especially true for students who may experience difficulty relating to textual material, and who may prefer visual and auditory messages.

For some students, learning difficulties may expand beyond those of reading, often extending to the psychomotor and affective domains. Rather than join a club, play sports or read, some students may spend a large amount of their leisure time watching television. Such innovations as videotapes and large screen television projections are causing television to emerge as a very flexible and widely usable non-print medium.

EVALUATION

Evaluation should be viewed as an ongoing part of the teaching and learning process, providing continuous feedback to students, teachers and parents/guardians. Major functions served by the process of evaluation include:

- **feedback to students** about their individual success in the learning process. Students may experience difficulty in monitoring and regulating their learning behaviours, and require a great deal of external feedback as to their progress. Feedback and encouragement must be provided on a regular basis.
- **information to teachers** concerning the appropriateness of learning goals and objectives, and the effectiveness of learning strategies and materials that have been used. Such information enables the teacher to modify the program as required for individual students with respect to pacing, learning resources, teaching methods or objectives.
- **information to parents/guardians** regarding the student's progress. Where possible, reports to parents/guardians should be interpreted through interviews so that the implications of the evaluation are understood. While useful in communicating students' progress to parents/guardians, the interview is also valuable in identifying individual needs that may be met through program planning and delivery.

Evaluation should serve diagnostic purposes in identifying students' strengths and weaknesses, as well as summative needs in measuring overall growth.* Because evaluation is an integral part of all aspects of the instructional process, information used in the evaluation of a student should be gathered from a variety of sources, using a variety of methods.

For additional information, teachers are encouraged to review Evaluating Senior High Language Arts (pp. 77–101) in the *Senior High School Language Arts Curriculum Guide*, Alberta Education, 1982 and the *English 36 Teacher Resource Manual*.

STRATEGIES FOR EFFECTIVE EVALUATION

Evaluation is a fact of daily life and a necessary part of monitoring programs and students' progress. Efforts must be made to provide variation in the procedures used so as to draw upon students' strengths and provide for their success in the evaluation process. Some students will go to extreme measures to avoid being "tested" again and they may: miss school on examination days; feign an uncaring attitude; or fail to give their best effort so that the anticipated failure can be dismissed with the excuse that they really did not try anyway.

The strategies provided here are intended to serve as guidelines to the teacher in developing a system of evaluation that will enhance both students' learning and the quality of the English Language Arts Program.

- Evaluate students on an ongoing basis, using a variety of methods, such as the following:
  - provide taped versions of quizzes and tests for weaker readers and allow them to explain the answer on tape or to a scribe
  - schedule opportunities for students to give demonstrations, which will provide the external structure and/or motivation to cope with the demands of print
  - encourage students to formulate their own questions for an examination, which will provide teachers with valuable insight into the information that students think is important. Students will also practise asking and answering questions

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* A variety of diagnostic instruments are available through the Learning Resources Distributing Centre (LRDC).

- use open-book examinations to enhance note-taking, organizing, locating and skimming abilities
- provide a variety of open-ended items to encourage critical and creative thinking.

- Emphasize the synthesis of a variety of knowledge and process objectives, rather than isolated skills. Provide students with a variety of informal situations where they can demonstrate their understanding and application of concepts, skills and attitudes.
- Provide encouragement by asking questions and making statements that will prompt students to evaluate their products and use of thinking skills. These techniques will encourage students to be less dependent on external rewards and more responsible for their own learning. Some examples might include:

  "You did a good job of __(be specific)__."
  "What steps did you find most difficult?"
  "How could you improve your response to this question?"
- Provide adequate time for students to complete their work. Students often do not do their best under time pressure.
- Consider the following when evaluating students' performances:
  - use students' strengths to ensure success in the evaluation process
  - help students realize that ongoing self-evaluation, as well as external evaluation, is a positive developmental process
  - help students understand that making mistakes and developing the ability to identify and correct errors are part of the growth process and that mistakes need not be embarrassments.

Teachers are encouraged to evaluate student progress relative to prescribed concepts, skills and attitudes throughout the year, using a variety of instruments and techniques. The following briefly describes evaluation methods. **The list is not inclusive; rather, it may serve to guide the evaluation process.**

EXAMPLES OF INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
ANECDOTAL RECORDS	A continuous log or diary of students' progress. As a detailed record of specific observations, anecdotal records provide useful data for analysis and interpretation.
CHECKLISTS	Checklists serve to record performance levels in a variety of activities/situations, such as the completion of tasks associated with specific criteria and participation in group/individual activities. Checklists may be useful for peer, teacher and self-evaluation and to enhance student organizational skills.
INTERVIEWS AND CONFERENCES	Student/teacher conferences may be used to move the student toward increased self-direction, to review an activity, unit or test, to discover students' perceptions about progress, etc.
MEDIA	Teachers may tape record tests to evaluate students' listening skills and knowledge. Students may use tape recordings to respond in a testing situation. Students' performances may be videotaped for evaluation purposes.

EXAMPLES OF INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
OBSERVATIONS	Observing students' behaviour in order to record performance on a checklist or to record data for an anecdotal report is a useful evaluation technique. The focus is usually an individual student (or a select number of students) undertaking an activity over a given time. Observation can include students' responses to questions, use of time and materials, and participation in discussions and group activities.
SAMPLES OF STUDENT WORK	Samples of students' work are collected and qualitative differences over time are assessed, using written work, reports, maps, tests, etc.
SELF- AND PEER EVALUATIONS	Peer evaluation is used primarily when assessing other students' participation skills in group activities. Self-evaluation can be used in relation to activities and assignments as well as group work. There should be follow-up to self-evaluation, such as a conference with the teacher.
SPECIFIC ASSIGNMENTS	Group activities, such as role playing, simulation games and panel discussions. Speaking activities, such as oral presentations, interviews and debates. Displaying/demonstrating activities, such as artwork, charts, graphs, tables and maps. Written assignments, such as paragraphs, reports and position papers.
QUESTIONNAIRES AND INVENTORIES	Questionnaires may include true/false, multiple choice, key list, matching and/or sentence completion questions. Inventories provide checklists which may be related to the student's interests and attitudes. The choices provided to the stem of the question are scaled in terms of degree of favourableness or acceptability. Examples of useful inventory choices include: The Likert Scale – a 5-point key which may be used in connection with any attitude statement. Examples of the key are: strongly approve, approve, undecided, disapprove and strongly disapprove. A **summed score** may be established by weighting the responses to each statement from 5 for strongly approve to 1 for strongly disapprove. The Semantic Differential – uses descriptive words to indicate possible responses to an attitudinal object. The response indicates the direction and intensity of the student's beliefs from +3 (very favourable) through 0 (very unfavourable). Rank Order – a group of three or more items is presented, which the student arranges in order of preference. This type of item is a cross between matching and key list questions.

EXAMPLES OF INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
TESTS	Objective tests – matching, fill-in-the-blank, true/false, multiple choice, key list questions. Free response tests – sentence answers, paragraphs, essays. Testing should be balanced with other evaluation instruments and techniques when determining marks for reporting purposes. Tests should be scheduled. Unscheduled tests may be used for diagnostic purposes rather than for grades or report card marks.

The *English 36 Teacher Resource Manual* contains additional information that will be of assistance when evaluating student performance; e.g., student yearly record forms, peer response sheets and self-evaluation checklists.

SCOPE AND SEQUENCE

A primary goal of the Integrated Occupational English Language Arts Program is to enhance students' self-esteem by providing them with opportunities to become more competent in their use of language. Language learning is a developmental process during which skills and related concepts and attitudes are refined and expanded over time in various contexts.

Students differ in the ways and rates at which they acquire concepts, skills and attitudes. Teachers are encouraged to sequence objectives and activities to maximize students' strengths and needs. Successful sequencing involves matching learning tasks in context to the individual student's needs, interests, learning styles and growth patterns. The sequence should begin with the identification of the student's current performance, lead to the diagnosis of problem areas and focus on promoting language growth.

Learning in context also provides opportunities for students to connect English Language Arts concepts, skills and attitudes to real-life experiences. Students will become aware of the relationships between what is learned in school and how that knowledge may be applied in a variety of situations.

The Scope and Sequence charts provide an overview of the concepts, skills and attitudes to be addressed at each grade level. Teachers are encouraged to cluster and sequence the concepts, skills and attitudes in keeping with the abilities and needs of students. Language skills and related concepts and attitudes are interdependent.

It is intended that skills and related concepts and attitudes be applied to progressively difficult and/or age-appropriate situations as students advance through senior high school. Except in rare circumstances, discrete skill instruction is not advocated. Concepts, skills and attitudes may be taught in context using the Program of Studies/Presentation of Content, the suggested themes outlined in the *English 36 Teacher Resource Manual*, or within locally developed themes.

Critical and creative thinking skills are integrated within the learning objectives to enhance student ability to process information, solve problems and make decisions.

The Scope and Sequence charts include English 16, 26 and 36 to allow teachers to view the development of language throughout the program. Concepts, skills and attitudes are to be addressed at each grade level at increasingly higher developmental levels and within contexts appropriate to the age of students.

SCOPE AND SEQUENCE

ENGLISH 16	ENGLISH 26	ENGLISH 36
WRITING		
CONCEPT – *Appropriate prewriting strategies can help a writer discover and express meaning.*		
SKILLS		
Applies appropriate strategies for making research notes when reading, listening and viewing, including abbreviating, paraphrasing, identifying main ideas, outlining, webbing *B41**		
Uses brainstorming, group or class discussion, exploratory writing, personal experience and incidental reading to generate ideas when reporting information through writing, speaking, demonstrations and visual presentations *B42*		
Identifies purpose and audience, and directs writing and speaking to that audience *B43*		
Identifies a topic with some assistance from teacher suggestion, and selects appropriate supporting material from ideas generated through prewriting activities *B44*		
		Establishes an appropriately limited subject for writing, and identifies suitable material from that which has been generated in prewriting activities *B45*
Recognizes the value of using personal experience for examples and illustrations in support of an idea	Recognizes situations where other sources of information are needed, and finds and incorporates this information into compositions	Uses the appropriate prewriting activities in fulfilling individual intention *B46*
Plans compositions with teacher and peer assistance, and allows for discovery of meaning when writing *B47*		
CONCEPT – *Appropriate organization and development of meaning are essential qualities of written compositions.*		
SKILLS		
Writes an introduction that leads directly to the topic	Writes an introduction that engages the interest and focuses the attention of the reader *B48*	
Develops personal ideas by using methods appropriate to this topic, such as examples or reasons		Uses methods of development suitable for a particular purpose and audience *B49*
Demonstrates the ability to organize thoughts coherently *B50*		
Composes a suitable ending	Writes a conclusion that follows the train of thought established *B51*	

* Letters and numbers following a skill statement relate to the section(s) of the presentation of content (pp. 46–77) in which the skill and related concept and attitudes are addressed. For example, B41 is found on page 60.

ENGLISH 16	ENGLISH 26	ENGLISH 36
WRITING (continued)		
CONCEPT – *Effective revision involves careful evaluation of ideas and a further shaping of the composition.*		
SKILLS		
Reviews assignments and compositions carefully to assure that all instructions have been followed *B52*		
Follows written, visual and verbal instructions precisely and in sequence, and monitors and reviews behaviour carefully to assure that all instructions have been followed *B53*		
	Identifies those ideas that have not been adequately developed, and improves the expression of those thoughts *B54*	
Revises word choice and sentence structure in terms of their appropriateness for the subject, purpose and audience *B55*		
Proofreads for errors in grammar, vocabulary usage, punctuation and spelling		
	Examines composition for faulty mechanics, unity and coherence	
		Examines composition for faulty mechanics, unity, coherence, emphasis and proportion *B56*
Produces a revised version, carefully proofread, with a suitable title	Produces a revised version, carefully proofread, with a suitable title, footnotes and bibliography, where appropriate *B57*	
Applies evaluation strategies to the appraisal performances of self and others when revising, writing and speaking *B58*		
Recognizes the role of modern technology, such as computers and word processing programs in the writing process *B59*		
CONCEPT – *A writer's ideas and experiences can be presented through various modes of discourse.*		
SKILLS		
Uses personal or exploratory writing, such as journal writing or personal reactions, to express and clarify thoughts and feelings and to develop ideas for other types of writing *B60*		
Shares thoughts and feelings with other people through shaped and polished writing *B61*		
Uses clear, functional prose when conveying information and giving instructions	Uses clear, functional prose when the purpose is utilitarian, such as when conveying information or arguing a point of view *B62*	
CONCEPT – *The ability to write clearly, in a manner appropriate to the occasion, is an important life skill.*		
SKILLS		
Writes social letters in language appropriate to the purpose and audience		
	Writes clear, concise business letters, such as letters of request or complaint, using a courteous, businesslike tone *B63*	
Completes a variety of forms	Produces a complete and useful résumé	Prepares a résumé and covering letter for specific application *D16*
Writes a concise, factual, short report in response to a specific assignment or on a subject of special interest	Writes a clear, well-organized report on a topic that requires some investigation	Writes for a specific purpose and audience, an acceptable report that includes appropriate material located through research *B64, D17*

ENGLISH 16	ENGLISH 26	ENGLISH 36

READING

CONCEPT – *Reading, viewing and listening are processes that demand active involvement of the individual.*

SKILLS

Responds with increasing sensitivity, thoughtfulness, articulation and self-reliance to the material listened to, read and viewed *A1*

Understands that the study of literature and print/non-print media involves initial reading, viewing and listening to the material; personal response; sufficient thoughtful consideration to assure understanding; sharing of one's response with others, orally or in writing; and, where appropriate, a personal, social or critical evaluation *A2, C4*

Expresses feelings, thoughts and ideas about literature, media and real-life experiences through writing and speaking *A3, C5*

CONCEPT – *The study of literature can fulfill a variety of goals for the individual.*

SKILLS

Understands that reading, viewing and listening can increase one's enjoyment, knowledge and appreciation of literature and media, and develops one's understanding of self and others *A4*

CONCEPT – *Enjoyment and appreciation of literature depend on favourable attitudes, extended range of reading materials, extended range of responses, and stimulation of imagination.*

SKILLS

Reads literature for enjoyment, stimulation of imagination, and understanding of its content and emotional appeal *A5*

Reads literature for enjoyment, understanding and appreciation *A6*

CONCEPT – *Human experiences and values can be explored through literature and media.*

SKILLS

Describes the major physical characteristics and personality traits of characters in literature and media and relates these to real-life experiences *A7*

Discovers and discusses the motives of a character's actions and relates these to real-life experiences

Infers and evaluates the motivation for a character's behaviour and relates these to real-life experiences *A8*

Expands experiences vicariously, and relates literature/media experiences to personal experiences *A9*

Examines values expressed through literature/media *A10*

ENGLISH 16	ENGLISH 26	ENGLISH 36
READING (continued)		
		Develops an awareness of the variety, origins, conflicts and trends in human values *A11*
Relates literary/media experience to personal experience		
	Relates personal and societal values to values expressed through literature/ media *A12*	
		Appraises the values expressed in a literary selection *A13*
Uses critical and creative thinking skills to determine alternative solutions to problems portrayed in literature and media *A14*		
CONCEPT – *Understanding and appreciation of a literary selection depends on recognizing and understanding general characteristics of literary forms and the relationship among form, idea and purpose.*		
SKILLS		
Identifies the subject	Identifies the subject and purpose	
	Identifies the theme	Assesses the validity of the theme in relation to life in general and in relation to his or her own experiences *A15*
Summarizes the content	Retells or summarizes the content and identifies the basic organization the author has used *A16*	
	Distinguishes between major and minor events or ideas, and identifies the influences of the setting on character and action	Considers how the impact of a work is affected by its organization, such as a cliffhanger ending *A17*
	Distinguishes among the various forms of literature, such as prose, poetry, drama *A18*	
		Compares and contrasts presentation of ideas in two or more literary forms *A19*
		Generalizes about the effect of form in literary selections read *A20*
		Identifies the point of view of a literary selection *A21*
		Recognizes the mood and tone of a literary selection *A22*

ENGLISH 16	ENGLISH 26	ENGLISH 36
READING (continued)		
CONCEPT – *Locating, selecting and evaluating written, visual and verbal materials required to fulfill one's purpose are important life skills.*		
SKILLS		
Identifies the purpose for reading, listening and viewing, and extracts information based on that purpose *B24*		
	Identifies purpose for reading, and selects appropriate information	Identifies purpose for reading, and selects and synthesizes relevant ideas *B25*
Locates information in such sources as newspapers, magazines, instruction sheets and handbooks through the use of card catalogues, Dewey decimal system, audio-visual materials, technology and other research methods *B26*		
	Gains information from special interest books and periodicals, encyclopedias and other reference books	Uses technical publications, trade journals, advanced instruction books and other reference material *B27*
Obtains occupational information	Arranges information for use in achieving purpose	Assesses and evaluates information in terms of projected use *B28, D18*
CONCEPT – *An effective reader is able to select and use a variety of reading strategies appropriate to the purpose.*		
SKILLS		
Increases both reading rate and comprehension through the application of good reading techniques, such as reading in large units and making effective use of contextual clues, and recognizes that comprehension must not be sacrificed for the sake of speed *B29, D9*		
Expands strategies for determining meaning, such as using prior knowledge, prefixes, suffixes, roots, contextual clues; discussing to determine meanings; locating definitions in dictionaries and glossaries; predicting, confirming, summarizing, questioning, visualizing, rereading, seeking assistance *B30*		
Varies reading rate depending on purpose and material, and uses reading rate appropriate to the purpose and complexity of the material *B31, D10*		
Uses skimming as a rapid reading technique and uses scanning as a process for quickly locating information; e.g., when locating key words in order to follow instructions *B32, D11*		
	Demonstrates increased ability to skim and scan for required information *B33*	
Recognizes that reading of complex material will be more effective if a reading strategy such as SQ3R (Survey–Question–Read–Recite–Review) is used		
		Identifies and uses appropriate methods of reading for studying and other purposes *B34, D12*

ENGLISH 16	ENGLISH 26	ENGLISH 36
VIEWING		
CONCEPT – *Appreciation and understanding of print and non-print materials require an understanding of purpose.*		
SKILLS		
Identifies the purpose, message and intended audience of print and non-print communications, and uses this knowledge to extract information *C1, D1*		
Interprets and synthesizes information from written, visual and verbal sources for a variety of purposes, such as to follow and give instructions *C2, D2*		
Follows written, visual and verbal instructions precisely and in sequence, and monitors and reviews behaviour carefully to assure that all instructions have been followed *D3*		
	Identifies the level at which a visual image communicates, and discusses its relation to the basic purpose for which the image was produced *C3*	
CONCEPT – *Elements in and structure of an image strongly influence the total effect of its communication.*		
SKILLS		
Understands that manipulative devices, such as colour, angle, lighting, movement and perspective are used to influence the viewer *C6*		
	Relates the elements of the image to the purpose and message of the image C7	
	Understands that manipulative devices are used to persuade the viewer, especially in advertising *C8*	
Recognizes how the content of the image is affected by such things as camera angles, framing and arrangement into sequences		
Recognizes and discusses the affects on the viewer of idealization and distortion in media productions		Appreciates effects of editing, such as biasing content and enhancing mood or theme *C9*
	Recognizes, interprets and evaluates the affects on the viewer of idealization and distortion in media production *C10*	
CONCEPT – *Many "visual communications" are really audio-visual messages that use sound and image together to communicate a message.*		
SKILLS		
Recognizes the intentional use of sound to create an appropriate atmosphere for the visual message, to communicate content that is supplemented by the visual message, or to soothe, irritate or distract the viewer *C11*		
	Discusses the relationship between sound effects, language or other non-visual means and the visual image in media, such as film and television, and of language and visual imagery in newspapers or magazines (especially advertising and cartoons) *C12*	

ENGLISH 16	ENGLISH 26	ENGLISH 36
VIEWING (continued)		
		Discusses combined visual effects, sound effects and language in a mixed-media presentation, television production or film *C13*
CONCEPT – *The viewer, listener and reader must evaluate the apparent reality created in media products.*		
SKILLS Discusses emotions, facts and opinions expressed visually, and relates these to real-life experiences *A23*		
	Analyzes propaganda and advertising techniques used in visual messages *C14*	
Discusses emotions, facts and opinions, and the techniques used to express them in print and non-print materials *C15*		
		Evaluates the aura of reality created in visual messages, especially propaganda *C16*
Recognizes the difference between fact and fantasy in media portrayals of everyday life *A24, C17*		
CONCEPT – *Visual communication is similar in many ways to verbal forms of communication.*		
SKILLS Discusses relationships among a wide variety of media, such as film, television, cartoons, advertising, drama and literature *C18*		
	Recognizes that visual messages may employ imagery, mood, irony, tone, symbolism, humour, structure and pace *C19*	
		Discusses the ways in which visual media make use of stylistic devices (colour, texture, body language, connotation) to influence the viewer *C20*

ENGLISH 16	ENGLISH 26	ENGLISH 36

LISTENING

CONCEPT – *Listening is an active, not a passive process.*

SKILLS

Recognizes that effective listening is an active process that requires not only literal comprehension but also interpretive and critical thinking; e.g., when listening to follow instructions, to gather information *A25, D4*

Identifies and considers the factors that interfere with effective listening, and attempts to overcome interferences created by the environment, the speaker and other listeners *D5*

Observes the courtesies of a good listener *A26, D6*

CONCEPT – *Sensitivity to ideas, tone and purpose is an integral part of receiving spoken communication.*

SKILLS

Recognizes and recalls the central and supporting ideas in an oral presentation *D7*

Identifies the speaker's purpose

Recognizes the speaker's attitude, tone and bias *B39*

Distinguishes between emotional appeal and reasoned argument *B40*

Displays sensitivity to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflections, body language and facial expressions *A27, D8*

CONCEPT – *Listening to obtain information involves attentive, open-minded reception of the message presented.*

SKILLS

Recognizes that listening for information is an everyday activity that can be improved by knowing and using good listening techniques *B35*

Identifies the purpose for listening, reading and viewing, and extracts information based on that purpose

Uses effective listening techniques, such as mentally reviewing major points of the message *B36*

Listens actively for the speaker's theme, main ideas and supporting details and organizes and reviews these in his or her mind when listening *B37*

Seeks clarification of information not understood, or expansion of ideas superficially developed *B38*

ENGLISH 16	ENGLISH 26	ENGLISH 36

LISTENING (continued)

CONCEPT – *Critical listening, viewing and reading involve an assessment of the validity of the message presented.*

SKILLS

Distinguishes between fact and opinion and uses critical thinking skills to formulate foundations for personal opinions by gathering information from a variety of sources, assessing the validity of information and sources, and recognizing that an issue/problem may have more than one side *B17, C21*

Identifies persuasive techniques, such as glamorous generalities, flattery, appeals to fear or prejudice *B18, C22*

Detects fallacies in the speaker's argument, such as hasty generalizations or false analogies *B19*

Identifies the functions and intentions of the speaker and differentiates between the content of the address and the performance of the speaker *B20*

Analyzes a variety of presentations to identify the persuasive techniques used *B21*

Assesses the performance of the speaker and the content of the address *B22*

Evaluates the source of information *B23*

ENGLISH 16	ENGLISH 26	ENGLISH 36

SPEAKING

CONCEPT – *The ability to speak easily, clearly and effectively is an essential communication skill.*

SKILLS

Clarifies and extends thinking by expressing thoughts orally *A28, B8*

Expresses thoughts clearly when responding to literature, when generating ideas for writing, and when revising and editing material, such as in writing workshop situations, and when asking, answering and discussing *A29, B9*

Displays an increase in self-confidence during discussion situations

Increases personal confidence in speaking on familiar topics, in oral reading of appropriate prose or poetry selections, and in giving prepared talks from notes or memory *B10*

Displays increased facility in the effective use of vocabulary to convey ideas and feelings accurately and concisely *B11*

Uses voice production factors effectively, such as volume and emphasis, and non-verbal factors, such as gestures and eye contact, to communicate meaning, mood and interest *B12*

CONCEPT – *The ability to function effectively in a group includes using talk to advance the purposes of the group and respecting group etiquette.*

SKILLS

Makes a positive contribution to a small group discussion by supporting the advancement of the ideas and thinking of the group, and by observing the courtesies of group discussion *B14*

Discusses factors that impair group discussion, such as individuals focusing on personal needs, and becomes familiar with the role of group leader *B15*

Demonstrates increased facility in functioning as a group member and as a group leader *B16*

Summarizes the main points and conclusions *B13*

ENGLISH 16	ENGLISH 26	ENGLISH 36

SPEAKING (continued)

CONCEPT – *Communication calls for language, tone and non-verbal behaviour that suits the audience, occasion or purpose.*

SKILLS

Expresses thoughts and feelings, explores ideas, and seeks information through talk appropriate to the purpose, audience and setting *B1*

Uses questions to clarify and expand understanding, and monitors personal questioning strategies *B2, D13*

Listens carefully to a question to capture its meaning, identifies the purpose of the question and responds accordingly *B3*

Develops competence in presenting information orally, such as explaining and giving instructions	Characterizes persuasive speech and speaks persuasively in appropriate situations	Demonstrates increased facility with explanatory and persuasive speaking in a variety of situations *B4, D14*
Enhances some presentations, using diagrams, charts, graphs and demonstrations *B5*		
	Develops a topic adequately, arranges ideas in appropriate order and finishes with a concluding statement *B6*	
Functions at informal social gatherings, using techniques such as introducing people and starting conversations		Understands and observes the rules and procedures that govern a business meeting *B7*
Uses the strategies necessary to participate in an effective job interview	Uses the procedures and courtesies common to an interview situation	Participates effectively in job interviews *D15*

PROGRAM OF STUDIES/PRESENTATION OF CONTENT

The following Program of Studies/Presentation of Content integrates and clusters the prescribed concepts, skills and attitudes of the English 36 program into four sections. Each section is organized into four columns. The shaded statements (column 1) on the following pages enable the reader to identify readily those portions of the program that are prescribed. Attitudes to be emphasized throughout the English Language Arts Program are outlined on the initial page of each section. Local adjustments to the design and delivery of this curriculum may be needed to meet individual student's abilities, needs, interests and learning preferences.

The four columns of the presentation of content include the following information:

- Learning Objectives (column 1): outline the prescribed content.
- Related Life Skills (column 2): establish an immediate need or use for each skill being studied and suggest ways of planning relevant learning experiences.
- Related Applications Across the Curriculum (column 3): contain suggestions for relating language arts to applications in the occupational component and other academic disciplines. The references provided in this column will facilitate curricular integration by establishing a base for cooperative planning among other subject area teachers in the program.
- Suggested Strategies/Activities (column 4): provide strategies and activities that may be useful in developing the strands, concepts, skills and attitudes of the program. A wide range of suggestions are provided to initiate activities at various levels in keeping with the diverse abilities of students.

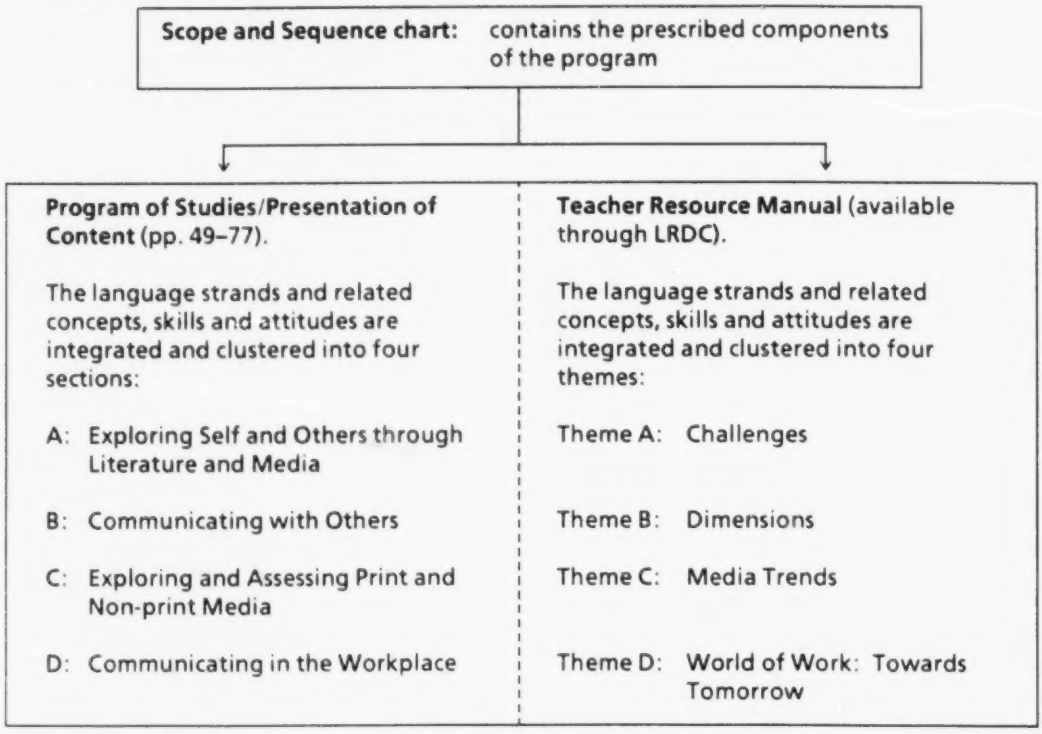
The advice and direction offered throughout columns 2, 3 and 4 is not prescriptive, and is offered only as a service to teachers.

It is intended that the prescribed components of the program listed in the Scope and Sequence charts (pp. 35–45) be clustered and integrated within meaningful contexts. Teachers are encouraged to organize for instruction in keeping with the abilities, needs and interests of students, using the sections in the Program of Studies/Presentation of Content (pp. 49–77), the thematic units presented in the *English 36 Teacher Resource Manual*, locally developed themes, or a combination of various approaches.

The *English 36 Teacher Resource Manual* contains supplementary activities, teaching strategies and background information to develop further the language strands and related concepts, skills and attitudes. In addition, selections from the basic student learning resources are referenced within each thematic unit of the teacher resource manual.

The prescribed content of the English 36 program is presented in three formats, as illustrated in the diagram below. Teachers may organize for instruction using one or a combination of the following instructional materials:

- SCOPE AND SEQUENCE CHARTS (pp. 35–45) where concepts and skills are organized into the language strands
- PROGRAM OF STUDIES/PRESENTATION OF CONTENT (pp. 49–77) where concepts, skills and attitudes relating to the language strands are integrated and clustered into four sections
- TEACHER RESOURCE MANUAL where the prescribed concepts, skills and attitudes relating to the language strands are integrated and clustered within four thematic units.


Scope and Sequence chart: contains the prescribed components of the program
Program of Studies/Presentation of Content (pp. 49–77).
The language strands and related concepts, skills and attitudes are integrated and clustered into four sections:
A: Exploring Self and Others through Literature and Media
B: Communicating with Others
C: Exploring and Assessing Print and Non-print Media
D: Communicating in the Workplace
Teacher Resource Manual (available through LRDC).
The language strands and related concepts, skills and attitudes are integrated and clustered into four themes:
Theme A: Challenges
Theme B: Dimensions
Theme C: Media Trends
Theme D: World of Work: Towards Tomorrow

The themes presented in the *English 36 Teacher Resource Manual* supplement and support the four learning contexts developed in the Program of Studies/Presentation of Content section of this document. To illustrate, Theme A "Challenges" addresses the strands and related concepts, skills and attitudes that are contained in "Exploring Self and Others through Literature and Media"; Theme B supports and supplements "Communicating with Others"; Theme C extends "Exploring and Assessing Print and Non-print Media"; and Theme D contains the strands and related concepts, skills and attitudes to be developed in "Communicating in the Workplace".

ENGLISH 36
READING, VIEWING, SPEAKING, LISTENING, WRITING

A: EXPLORING SELF AND OTHERS THROUGH LITERATURE AND MEDIA

English 36 may be the final opportunity for students to develop and refine language skills in a formal, yet supportive setting. Therefore, English 36 focuses on communication, self-evaluation, problem-solving and decision-making skills and attitudes that will be required in the workplace, the community and beyond. Teachers are encouraged to use a variety of methods to determine **students' needs**, such as diagnostic tests; samples of previous work; interviews with students, employees and employers; past and present performance; and application of participation skills and problem-solving/decision-making strategies. (See Evaluation, pp. 30–33 and the *English 36 Teacher Resource Manual*.)

English 36 teachers are encouraged to seek answers to the following questions, and use the answers to provide a framework for instruction.

- Can my students express themselves through speaking and writing in a manner acceptable in the workplace?
- Can my students access print and non-print community resources to locate necessary information about housing, employment, health services, etc.?
- Do my students have the necessary skills and appropriate attitudes to contribute positively to this community, and society in general?
- Do my students have the self-confidence and skills needed to make decisions for themselves, and assist others in the decision-making process?
- Do my students have the ability to analyze critically and determine the value to themselves and society of current television programs, rock videos, movies and magazines?
- Have my students had the opportunity to experience a live play, an art show, an opera and "good" literature (a Shakespearean play, a Dickens' novel, Frost's poetry)?

COMMUNITY PARTNERSHIPS: Community partnership activities may enhance students' appreciation of literature and media, encourage their creativity and use of imagination, and help them to recognize the role of literature and media in understanding themselves and society. Inviting an author, a newspaper columnist or editor, a representative from an advertising agency or a television news/sports reporter to speak to the class may increase student understanding and appreciation of literature and media. Field trips may also contribute to students' appreciation of literature and media, and may include visits to newspaper offices, film studios, live plays and television or radio stations.

ATTITUDES

Students are expected to demonstrate positive attitudes toward:

- good literature and the role of literature and media in fostering personal growth
- recognizing that one's personal opinions and experiences may differ from those of literature and media, supervisors, co-workers, peers, etc.
- making decisions based on investigating alternatives using critical/creative thinking, problem-solving and decision-making strategies.

SKILLS

Concepts and skills relating to **EXPLORING SELF AND OTHERS THROUGH LITERATURE AND MEDIA** are integrated within the Learning Objectives listed in column one.

LEARNING OBJECTIVES	Related Life Skills
Concept: Reading, viewing and listening are processes that demand active involvement of the individual. 1. Responds with increasing sensitivity, thoughtfulness, articulation and self-reliance to the material listened to, read and viewed. 2. Understands that the study of literature and print/non-print media involves initial reading, viewing and listening to the material; personal response; sufficient thoughtful consideration to assure understanding; sharing of one's response with others, orally or in writing; and, where appropriate, a personal, social or critical evaluation. 3. Expresses feelings, thoughts and ideas about literature, media and real-life experiences through writing and speaking.	Displays empathy and understanding toward the feelings and circumstances of others at home, in the workplace and in the community.
Concept: The study of literature can fulfill a variety of goals for the individual. 4. Understands that reading, viewing and listening can increase one's enjoyment, knowledge and appreciation of literature and media, and develops one's understanding of self and others.	Recognizes that fictional television programs, movies and videos may provide insight into the behaviour and feelings of self and others. Forms an opinion about a movie, video or television program and shares opinion with others. Relates television programs and movies to current and future experiences, and discusses relationships with family and friends.
Concept: Enjoyment and appreciation of literature depend on favourable attitudes, extended range of reading materials, extended range of responses, and stimulation of imagination. 5. Reads literature for enjoyment, stimulation of imagination, and understanding of its content and emotional appeal. 6. Reads literature for enjoyment, understanding and appreciation.	Applies problem-solving/decision-making strategies to assist self and others establish and achieve goals. Continuously examines personal value system, and compares personal values to societal values. Recognizes conflicts at home and in the workplace, and applies effective strategies to prevent or resolve conflicts.
Concept: Human experiences and values can be explored through literature and media. 7. Describes the major physical characteristics and personality traits of characters in literature and media and relates these to real-life experiences. 8. Infers and evaluates the motivation for a character's behaviour and relates these to real-life experiences. 9. Expands experiences vicariously, and relates literature/media experiences to personal experiences. 10. Examines values expressed through literature/media. 11. Develops an awareness of the variety, origins, conflicts and trends in human values. 12. Relates personal and societal values to values expressed through literature/media. 13. Appraises the values expressed in a literary selection. 14. Uses critical and creative thinking skills to determine alternative solutions to problems portrayed in the literature and media.	

Related Applications Across the Curriculum	Suggested Strategies/Activities
General	
Selects and uses a variety of reading materials to expand knowledge in all subject areas.	Provide opportunities for students to begin a writing/communications portfolio that includes a student record form (see *English 36 Teacher Resource Manual*).
Summarizes class activities and assignments for an absent classmate.	Provide opportunities for students to list and discuss observed skills required at the workplace. Have students examine the list to determine realistically their personal application and understanding of the skills. Use this information to assist in instructional planning.
Uses problem-solving, decision-making and critical/creative thinking strategies in all courses to increase understanding of concepts, skills and attitudes.	Have each student develop a set of goals to be acquired throughout the Grade 12 year, and provide opportunities for students to review personal goals during the term.
Occupational Courses	
Applies critical/creative thinking skills to community partnership experiences: e.g., – interprets instructions from co-workers and supervisors – evaluates alternative strategies for performing tasks – monitors personal performance of assigned tasks.	Have students prepare a brief oral presentation about a situation encountered in the workplace, favourite book, story, poem, movie or television program. (See *English 36 Teacher Resource Manual*, Theme A.)
Summarizes and compares work experience and related abilities during the job search process: e.g., – identifies personal strengths – identifies personal limitations – relates previously learned knowledge and skills to other work situations.	Provide opportunities for students in small groups to complete a character sketch based on a real or fictitious individual. Assist students to realize that a character may be developed through the character's conversations, actions, what others say about the character and what the author says. Have students relate the character to themselves by discussing whether or not the character behaves or not realistically, etc. Have students support their sketch with details from the story.
	Have students use problem-solving strategies to determine alternative solutions to a problem in a story/play/television program or real-life situation. Schedule time for students to role play situations.
	Provide opportunities for students to read literature and relate the situations and characters to their personal circumstances. Sharing activities may include discussing, writing and dramatizing.
	Select a short story or novel that has a film or audio version. Read, view and listen to the selection alternatively, and discuss differences/similarities among the media forms: e.g., – use of visuals and sound to enhance/detract from selection – modification of story line.

LEARNING OBJECTIVES	Related Life Skills
Concept: Understanding and appreciation of a literary selection depends on recognizing and understanding general characteristics of literary forms and the relationship among form, idea and purpose.	Selects and reads a variety of literary forms in keeping with purpose: e.g., – to entertain: novels, short story collections, plays, poetry – to inform: newspapers, news magazines.
15. Assesses the validity of the theme in relation to life in general and in relation to his or her own experiences.	
16. Retells or summarizes the content and identifies the basic organization the author has used.	
17. Considers how the impact of a work is affected by its organization, such as a cliffhanger ending.	
18. Distinguishes among the various forms of literature, such as prose, poetry, drama.	
19. Compares and contrasts presentation of ideas in two or more literary forms.	
20. Generalizes about the effect of form in literary selections read.	
21. Identifies the point of view of a literary selection.	
22. Recognizes the mood and tone of a literary selection.	Views media and distinguishes between accurate and inaccurate portrayals of real life.
Concept: The viewer, listener and reader must evaluate the apparent reality created in media products.	
23. Discusses emotions, facts and opinions expressed visually, and relates these to real-life experiences.	Recognizes the message sent through non-verbal means, such as facial expressions and tone of voice.
24. Recognizes the difference between fact and fantasy in media portrayals of everyday life.	Expands personal awareness of and appreciation for cultural events by attending musical concerts, live theatre, cultural displays, art exhibits, etc.
Concept: Listening is an active, not a passive process.	
25. Recognizes that effective listening is an active process that requires not only literal comprehension but also interpretive and critical thinking; e.g., when listening to follow instructions, to gather information.	Speaks clearly and coherently in a variety of situations: e.g., – speaking with work supervisor – conversing with co-workers during a break – using the telephone at home or at the workplace.
26. Observes the courtesies of a good listener.	
Concept: Sensitivity to ideas, tone and purpose is an integral part of receiving spoken communication.	
27. Displays sensitivity to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflections, body language and facial expressions.	
Concept: The ability to speak easily, clearly and effectively is an essential communication skill.	
28. Clarifies and extends thinking by expressing thoughts orally.	
29. Expresses thoughts clearly when responding to literature, when generating ideas for writing, and when revising and editing material, such as in writing workshop situations, and when asking, answering and discussing.	

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Related Applications Across the Curriculum	Suggested Strategies/Activities
Occupational Courses Interprets visuals in the workplace to enhance knowledge: e.g., – safety symbols and posters – tools/equipment instructions. Speaks clearly and effectively at the work site when: – answering telephone calls – reviewing tasks for supervisors – conversing informally with co-workers. Summarizes and compares learning activities experienced during the job search process: e.g., – identifies personal strengths – identifies personal limitations – relates previously learned knowledge and skills to other work situations.	The use of various thinking tools (see *English 36 Teacher Resource Manual*, Process, "de Bono's Tools for Teaching Thinking", "Critical/Creative Thinking Strategies", etc.) encourages creativity in arriving at solutions to problems. The processes of evaluating the advantages and disadvantages, considering alternatives, identifying priorities and recognizing feasible directions involve skills that students may transfer to everyday situations. Strategies that facilitate the thinking process include: – brainstorming – providing a visual display of the information for ready reference throughout the process – engaging in "what if . . ." exercises, and listing logical consequences – assisting students to concentrate and refocus on the immediate tasks. Provide opportunities for students to develop and evaluate personal listening skills using a variety of activities, such as group discussions. (See *English 36 Teacher Resource Manual*, Theme A.) Read a story from the literature or a newspaper/ magazine article with students. Analyze the issue/ problem presented, and provide opportunities for students to explore and share ideas and thoughts on the issue/problem presented. Have students use critical and creative thinking skills to develop alternative problem-solving strategies relating to stories in the literature, current news issues and situations at home or in school. Community Partnerships Have students compare and discuss movie critic reviews and ratings with their own opinions. Provide opportunities for students to write a critical analysis based on a television program or movie. Encourage students to summarize or bring advertisements to class. Discuss the use of vocabulary to clarify, distract and/or confuse the consumer. Provide opportunities for students to develop listening and speaking skills through a variety of community partnerships, such as the following. Have students: – invite community members to the classroom for presentations – organize and take part in work experiences – organize an "open house" for parents, guardians and other community members – host a school career day – talk to reporters about their school experiences.

ENGLISH 36

WRITING, SPEAKING, LISTENING, READING, VIEWING,

B: COMMUNICATING WITH OTHERS

Interpersonal communication involves receiving and expressing ideas and feelings, and conveying information through the integration of the language strands. Communicating with Others provides opportunities for students to use listening, viewing and reading to gather information and ideas. This section also allows students to express ideas and feelings, and convey information through formal speaking and writing experiences.

Teachers are encouraged to provide opportunities for students to:

- identify formal reading, writing and speaking skills required in the workplace
- enhance students' reading, writing and speaking abilities through practical applications in the classroom
- use school and community resources to enhance computer skills.

In keeping with students' needs, teachers may find it appropriate to integrate this section with D: Communicating in the Workplace. The *English 36 Teacher Resource Manual* offers additional assistance to teachers in organizing for instruction.

The following may be used as guidelines when developing interpersonal communication skills.

- Prior personal experiences, language and language patterns can be used as a base upon which to build writing and speaking skills.
- The writing process is a non-linear recursive activity that involves editing, revising and rewriting; it provides opportunities for students to generate, clarify, explore, reshape and focus thoughts, ideas and feelings.
- Modern technology may be useful when gathering, organizing, storing and reporting information.
- Communication at home, at school, in the workplace and in the community is enhanced by using a variety of asking and answering strategies.
- Enhancing the purpose of a group requires the application of speaking, listening and viewing, and adherence to formal and informal rules of behaviour and language use.
- One must be aware of non-verbal communication when asking, answering and discussing, and must be sensitive to the feelings of others.
- Talking helps to generate, clarify, explore and organize thoughts, ideas and information. Sharing thoughts, ideas and feelings through talk, during the writing process, provides opportunities for students to receive input from teachers and peers.
- One must evaluate information and sources of information in order to make decisions and form opinions.
- One must identify and use audience and purpose to direct writing and speaking.

COMMUNITY PARTNERSHIPS: Involvement in the community will enhance interpersonal communication skills. Community partnership activities could involve interviewing community members to gather information about a relevant issue or topic, volunteering at a senior citizens' centre to visit with the residents, inviting a personnel officer or employer to discuss employment interview strategies, and hosting a school Open House or Career Day.

ATTITUDES

Students are expected to demonstrate positive attitudes toward:

- developing skills required to gather, organize and report information
- expressing feelings and ideas according to the circumstances
- taking risks and asking questions to clarify, review and increase knowledge
- using strategies required to ask and answer questions appropriately
- developing self-confidence that allows one to ask and answer questions and offer personal opinions in a variety of situations
- the welfare and rights of others, and the ability to be tolerant and accepting of the opinions of others.

SKILLS

Concepts and skills relating to **COMMUNICATING WITH OTHERS** are integrated within the Learning Objectives listed in column one.

LEARNING OBJECTIVES	Related Life Skills
Concept: Communication calls for language, tone and non-verbal behaviour that suits the audience, occasion or purpose.	
1. Expresses thoughts and feelings, explores ideas, and seeks information through talk appropriate to the purpose, audience and setting.	Uses questions to clarify tasks at the workplace and to initiate conversations at social gatherings.
2. Uses questions to clarify and expand understanding, and monitors personal questioning strategies.	Applies appropriate questioning strategies when requesting employment information and during a job interview.
3. Listens carefully to a question to capture its meaning, identifies the purpose of the question and responds accordingly.	Gathers information using a variety of sources and methods.
4. Demonstrates increased facility with explanatory and persuasive speaking in a variety of situations.	Encourages the speaker to continue by displaying interest through positive eye contact, facial expressions, head movements and gestures.
5. Enhances some presentations, using diagrams, charts, graphs and demonstrations.	
6. Develops a topic adequately, arranges ideas in appropriate order and finishes with a concluding statement.	Respects the rights of others to form and express opinions.
7. Understands and observes the rules and procedures that govern a business meeting.	Summarizes an experience in the workplace to co-workers or a supervisor.
Concept: The ability to speak easily, clearly and effectively is an essential communication skill.	
8. Clarifies and extends thinking by expressing thoughts orally.	Contributes effectively to staff meetings by listening, sharing relevant information, following formal and informal rules, and participating in meeting procedures.
9. Expresses thoughts clearly when responding to literature, when generating ideas for writing, and when revising and editing material, such as in writing workshop situations, and when asking, answering and discussing.	Uses appropriate strategies to persuade a family member, co-worker or friend to rethink a decision.
10. Increases personal confidence in speaking on familiar topics, in oral reading of appropriate prose or poetry selections, and in giving prepared talks from notes or memory.	
11. Displays increased facility in the effective use of vocabulary to convey ideas and feelings accurately and concisely.	
12. Uses voice production factors effectively, such as volume and emphasis, and non-verbal factors, such as gestures and eye contact, to communicate meaning, mood and interest.	
13. Summarizes the main points and conclusions.	
Concept: The ability to function effectively in a group includes using talk to advance the purposes of the group and respecting group etiquette.	
14. Makes a positive contribution to a small group discussion by supporting the advancement of the ideas and thinking of the group, and by observing the courtesies of group discussion.	

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Related Applications Across the Curriculum	Suggested Strategies/Activities
General Asks and answers questions, and contributes to discussions in all classes by speaking clearly and using appropriate volume. Answers questions orally and in writing, using appropriate techniques in all subject areas. Recognizes that rules for discussion may differ according to subject area/situation and responds accordingly. Contributes to group work in all classes by recognizing group roles, listening to others and following the formal and informal rules. Occupational Courses Uses a variety of questioning strategies in the workplace: e.g., – to clarify instructions – to obtain information. Demonstrates the ability to work as a team member: e.g., – uses discussing strategies and brainstorming – accepts assigned roles, responsibilities and tasks – shares information – helps a classmate or co-worker.	Establish an atmosphere of trust, acceptance and support to assure students that their questions, answers and contributions during discussions are invited, respected and viewed seriously. Provide opportunities for students to engage in discussions (see *English 36 Teacher Resource Manual*, Theme B and Speaking) as a class or in small groups. Select topics familiar to students and provide opportunities for students to self- and peer evaluate performance during discussions. Provide opportunities for students to share ideas about the need to follow guidelines when discussing in both formal and informal settings. Have students generate a set of guidelines, the reasons for them and the consequences of breaking them. Provide opportunities for students individually or in groups to gather and present information about school, community, provincial or national events and concerns. Have students use charts, diagrams, graphs or other visuals to convey information to classmates. Ask students to share their opinions about movies, television programs, rock stars, etc. Have them give reasons for their opinions and discuss whether their opinions are based on facts, inferences, assumptions, etc. Provide opportunities for students to role play everyday situations to enhance asking and answering techniques. Have students: – emphasize politeness – use appropriate eye contact, facial expressions, body movements and gestures – pause before responding to focus on the message and form an appropriate response. Provide students with opportunities to express themselves clearly, by encouraging them to focus on the issue and their feelings about the issue. (See *English 36 Teacher Resource Manual*, Speaking, "Sending I-Messages", etc.) Community Partnerships Have students organize visits to hospitals, senior citizens' centres, etc., to practise discussion skills. Provide opportunities for students to share or role play their recent discussion experiences in the community, and have them identify the skills used.

LEARNING OBJECTIVES	Related Life Skills
15. Discusses factors that impair group discussion, such as individuals focusing on personal needs, and becomes familiar with the role of group leader. 16. Demonstrates increased facility in functioning as a group member and as a group leader.	Uses group leadership abilities to initiate and direct discussion, and include all group members.
Concept: Critical listening, viewing and reading involve an assessment of the validity of the message presented. 17. Distinguishes between fact and opinion and uses critical thinking skills to formulate foundations for personal opinions by gathering information from a variety of sources, assessing the validity of information and sources, and recognizing that an issue/problem may have more than one side. 18. Identifies persuasive techniques, such as glamorous generalities, flattery, appeals to fear or prejudice. 19. Detects fallacies in the speaker's argument, such as hasty generalizations or false analogies. 20. Identifies the functions and intentions of the speaker and differentiates between the content of the address and the performance of the speaker. 21. Analyzes a variety of presentations to identify the persuasive techniques used. 22. Assesses the performance of the speaker and the content of the address. 23. Evaluates the source of information.	Forms an opinion about consumer products, television programs, rock videos and films based on discussions with others, reviews of media critics, personal experiences, etc. Recognizes that one can be influenced by the persuasive techniques used by politicians, advertisers, religious groups, etc. Assesses the source and the nature of information before making decisions.
Concept: Locating, selecting and evaluating written, visual and verbal materials required to fulfill one's purpose are important life skills. 24. Identifies the purpose for reading, listening and viewing, and extracts information based on that purpose. 25. Identifies purpose for reading, and selects and synthesizes relevant ideas. 26. Locates information in such sources as newspapers, magazines, instruction sheets and handbooks through the use of card catalogues, Dewey decimal system, audio-visual materials, technology and other research methods. 27. Uses technical publications, trade journals, advanced instruction books and other reference material. 28. Assesses and evaluates information in terms of projected use.	Uses a variety of sources to gather information about community services, recreational facilities and employment opportunities: e.g., – telephone directories – newspapers – bus schedules – calendars – maps – libraries.

Related Applications Across the Curriculum	Suggested Strategies/Activities
General Uses context clues to determine meaning when reading, listening and viewing in all courses. Relies on prior knowledge to determine meanings in all courses. Occupational Courses Develops a set of sight words related to the occupational clusters: e.g., – labels equipment, tools and supplies – uses appropriate terms to describe equipment, tools and supplies. Recognizes and uses appropriate terms related to the safe and sanitary use of equipment, tools and supplies. For example, terms related to the Workplace Hazardous Materials Information System (WHMIS).	Provide opportunities for students to listen to oral presentations and self- or peer evaluate listening skills (see *English 36 Teacher Resource Manual*, Listening). e.g., – Invite guests from the community to present information on current, relevant issues. – Assign students an activity involving gathering, organizing and reporting information about employment trends, employment experiences or specific career paths. Provide opportunities for students to gather information and apply note-making strategies, such as: – identifying and recording key words and phrases – changing sentences to point form – using symbols and abbreviations. For specific activities, refer to the *English 36 Teacher Resource Manual*, Theme B, and Writing. Provide practice in writing main idea sentences and additional detail sentences to send a short note. Have students send appropriate notes to community members. Have students bring or write "special occasion" letters or notes: e.g., – wedding invitations – birth announcements – graduation announcements or invitations – appreciation notes. Provide opportunities for students to brainstorm basic persuasive techniques, such as flattery, glamorous generalizations, appeals to fear or prejudice. Have students locate and share examples of persuasive techniques that they encounter through common, everyday experiences. Community Partnerships Provide opportunities for students to gather information about a movie, musical piece, television program, person, country, book, etc. Have students identify the purpose of the item and compare the information gathered to that collected, on the same topic, by others. Complete the activity by having students read, view or listen to the material, summarize, and form and defend a personal opinion.

LEARNING OBJECTIVES	Related Life Skills
Concept: An effective reader is able to select and use a variety of reading strategies appropriate to the purpose. 29. Increases both reading rate and comprehension through the application of good reading techniques, such as reading in large units and making effective use of contextual clues, and recognizes that comprehension must not be sacrificed for the sake of speed. 30. Expands strategies for determining meaning, such as using prior knowledge, prefixes, suffixes, roots, contextual clues; discussing to determine meanings; locating definitions in dictionaries and glossaries; predicting, confirming, summarizing, questioning, visualizing, rereading, seeking assistance. 31. Varies reading rate depending on purpose and material, and uses reading rate appropriate to the purpose and complexity of the material. 32. Uses skimming as a rapid reading technique and uses scanning as a process for quickly locating information; e.g., when locating key words in order to follow instructions. 33. Demonstrates increased ability to skim and scan for required information. 34. Identifies and uses appropriate methods of reading for studying and other purposes.	Uses appropriate reading strategies to suit purpose: e.g., – scans the classified section of a newspaper to identify employment opportunities – skims a magazine or newspaper article to locate specific information – rereads instructions for using a new appliance in the home to maximize safety and understanding.
Concept: Listening to obtain information involves attentive, open-minded reception of the message presented. 35. Recognizes that listening for information is an everyday activity that can be improved by knowing and using good listening techniques. 36. Uses effective listening techniques, such as mentally reviewing major points of the message. 37. Listens actively for the speaker's theme, main ideas and supporting details and organizes and reviews these in his or her mind when listening. 38. Seeks clarification of information not understood, or expansion of ideas superficially developed.	Applies effective listening skills to a variety of situations: e.g., – receiving verbal instructions from the work supervisor – conversing with co-workers or family members – discussing current political issues at a social gathering.
Concept: Sensitivity to ideas, tone and purpose is an integral part of receiving spoken communication. 39. Recognizes the speaker's attitude, tone and bias. 40. Distinguishes between emotional appeal and reasoned argument.	
Concept: Appropriate prewriting strategies can help a writer discover and express meaning. 41. Applies appropriate strategies for making research notes when reading, listening and viewing, including abbreviating, paraphrasing, identifying main ideas, outlining, webbing.	

Related Applications Across the Curriculum	Suggested Strategies/Activities
General Records and organizes information in all courses in order to be able to locate specific data at a future time. Skims textbooks, subject notes, magazines, etc., to locate information. Occupational Courses Recognizes proper storage placements and returns items to their appropriate storage areas. Identifies the locations of a variety of useful materials: e.g., – customer records, trade journals, shop manuals. Uses abbreviations and symbols that commonly apply to various occupations: e.g., – units of measurement: • weights – food preparation • temperature – food preparation • pressure – natural resources • length – building construction • area – agriculture • volume – building construction – safety • WHMIS.	Encourage students to bring to class reading material from other courses, newspapers and magazines. Provide opportunities for students to examine and compare the use of structural and organizational signals. Have students infer information based on skimming and scanning headings, titles and visuals. (See *English 36 Teacher Resource Manual*, Reading.) Provide opportunities for students to develop vocabulary from their reading, writing and viewing using a variety of strategies: descriptive vocabulary, technical vocabulary, multiple meanings and specialized meanings of words. Have students identify and share personal vocabulary-developing strategies. List, discuss and expand the strategies: e.g., – using a "pocket dictionary" – developing a repertoire of sight words – sounding out the word – using context clues to determine meaning – using prefixes, suffixes and roots. Have students develop a list of useful technical words and their meanings in a journal or on posters. Assist students to use sketches, diagrams, explanations and labels to help understand technical vocabulary. Use jokes and riddles to emphasize multiple meanings of words. Write a joke or riddle that uses multiple meanings of words on the chalkboard and omit the punch line. Ask students to develop and share an appropriate ending. Provide opportunities for students to skim or read a selection of magazines/newspapers to find examples of fact/fiction/opinion and to discuss supporting details. Complete a series of pair/group activities designed to enhance student listening skills: – have discussions in pairs with a third student observing and recording appropriate listening behaviours – have students listen to and summarize orally or in writing a musical selection or political speech. Community Partnerships Encourage students to share with classmates vocabulary related specifically to their workplace experiences. Have students organize a trip to a workplace, newspaper office, retail outlet, etc., to gather vocabulary specific to the community organization.

LEARNING OBJECTIVES	Related Life Skills
42. Uses brainstorming, group or class discussion, exploratory writing, personal experience and incidental reading to generate ideas when reporting information through writing, speaking, demonstrations and visual presentations.	Identifies the messages sent through non-verbal means and responds accordingly and with sensitivity.
43. Identifies purpose and audience, and directs writing and speaking to that audience.	
44. Identifies a topic with some assistance from teacher suggestion, and selects appropriate supporting material from ideas generated through prewriting activities.	Uses appropriate prewriting activities, such as questioning, discussing, reading and viewing when completing written tasks: e.g., – monthly report/schedule at the workplace – covering letter for employment purposes – résumé.
45. Establishes an appropriately limited subject for writing, and identifies suitable material from that which has been generated in prewriting activities.	
46. Uses the appropriate prewriting activities in fulfilling individual intention.	
47. Plans compositions with teacher and peer assistance, and allows for discovery of meaning when writing.	Uses computer software to organize for writing, and to produce final, polished copies.
Concept: Appropriate organization and development of meaning are essential qualities of written compositions.	
48. Writes an introduction that engages the interest and focuses the attention of the reader.	
49. Uses methods of development suitable for a particular purpose and audience.	
50. Demonstrates the ability to organize thoughts coherently.	
51. Writes a conclusion that follows the train of thought established.	
Concept: Effective revision involves careful evaluation of ideas and a further shaping of the composition.	
52. Reviews assignments and compositions carefully to assure that all instructions have been followed.	
53. Follows written, visual and verbal instructions precisely and in sequence, and monitors and reviews behaviour carefully to assure that all instructions have been followed.	
54. Identifies those ideas that have not been adequately developed, and improves the expression of those thoughts.	
55. Revises word choice and sentence structure in terms of their appropriateness for the subject, purpose and audience.	
56. Examines composition for faulty mechanics, unity, coherence, emphasis and proportion.	
57. Produces a revised version, carefully proofread, with a suitable title, footnotes and bibliography, where appropriate.	

Related Applications Across the Curriculum	Suggested Strategies/Activities
General Expresses ideas through writing and speaking according to the purpose and audience in all subject areas. Identifies and uses software in all subject areas to increase comprehension, knowledge and clarity: e.g., – programs that format, check spelling and provide skill practice. Uses the writing process in all courses, including generating ideas through talk, editing, revising and rewriting. Maintains a personal system for remembering due dates of assignments and times, places and dates of examinations. Occupational Courses Organizes ideas, thoughts and information to complete employment-related tasks: e.g., – responding to a customer's question – summarizing a completed activity to the supervisor – explaining procedures to a new employee – writing a report about tasks completed within a specific time frame. Uses computers to locate and organize information at the work site.	Writing skills will be enhanced as students write, edit and rewrite their own material. Addressing language mechanics within the contexts of the students' work, and as the need arises, will encourage the transfer of skills. As students write and edit, they will recognize the need for information relating to language mechanics. Teachers are encouraged to provide information/ assistance when students indicate the need and within the contexts of student work. Provide opportunities for students to develop strategies to self-correct. Use modems and computer networking systems to enhance students' abilities to write, read and edit. e.g., – E-mail – Bulletin Boards. Establish a computer network with a classroom in another school, city/town or province. Have students correspond with computer pen pals describing themselves, their school or community, debating current issues, etc. Have students write narratives on self-selected topics. Provide opportunities for students to generate and organize ideas and information using a variety of prewriting activities, such as discussing with peers, reading related stories or magazine articles, etc. Provide opportunities for students to organize information, using a variety of strategies, such as: – tables: compare/contrast – flow chart: time order – enumeration of events – chronological order – cause and effect. (See *English 36 Teacher Resource Manual*, Writing and Process.) Provide students with a model format for making outlines using a story, current event, or personal experience. (See *English 36 Teacher Resource Manual*, Writing.) Have students write a draft summary using wide margins, double spacing, etc. Have students peer or self-edit and produce a final draft.

LEARNING OBJECTIVES	Related Life Skills
58. Applies evaluation strategies to the appraisal performances of self and others when revising, writing and speaking. 59. Recognizes the role of modern technology, such as computers and word processing programs in the writing process.	Applies a variety of strategies to edit various forms of personal writing, such as: – postcards – thank you notes and letters – invitations – letters of request for employment information.
Concept: A writer's ideas and experiences can be presented through various modes of discourse. 60. Uses personal or exploratory writing, such as journal writing or personal reactions, to express and clarify thoughts and feelings and to develop ideas for other types of writing. 61. Shares thoughts and feelings with other people through shaped and polished writing. 62. Uses clear, functional prose when the purpose is utilitarian, such as when conveying information or arguing a point of view.	Monitors personal performance when completing everyday writing and speaking tasks, and modifies behaviour in keeping with self-appraisals.
Concept: The ability to write clearly, in a manner appropriate to the occasion, is an important life skill. 63. Writes clear, concise business letters, such as letters of request or complaint, using a courteous, businesslike tone. 64. Writes for a specific purpose and audience, an acceptable report that includes appropriate material located through research.	Uses studying skills in everyday life for a variety of purposes: e.g., – makes notes about telephone calls or job-related tasks – summarizes events at the workplace to the supervisor – memorizes and recalls significant dates, telephone numbers, names and tasks.
E Develops and applies studying strategies using a variety of studying skills. • Recognizes internal and external conditions conducive to studying. • Evaluates and monitors personal use of studying skills and study habits.	Uses titles, format, graphics, etc., to locate and interpret information from transit schedules, menus, telephone directories, catalogues.

E = Elective

Related Applications Across the Curriculum	Suggested Strategies/Activities
General	
Selects an appropriate study/homework environment in school and at home.	Have students create, present and display photo essays to enhance identification of main ideas and supporting details; organizational and viewing skills.
Respects the rules of the library, cafeteria and study hall: e.g., – avoids disrupting others by talking, or playing music loudly.	Provide many opportunities for students to write a variety of materials in the English class. Encourage students to understand that the writing process involves many strategies.
Applies study skills when preparing for quizzes or examinations, writing reports, reviewing daily notes or preparing for future classes.	Allow students to talk out loud when making corrections, or have them tape and listen to themselves. Provide opportunities for students to work in pairs to peer edit. This requires a trusting atmosphere. (See *English 36 Teacher Resource Manual*, Writing, "Peer Editing".)
Occupational Courses	
Uses appropriate writing skills when engaged in the job search process: e.g., – writes letters of inquiry/application – completes application forms.	Teachers are encouraged to prepare students thoroughly for oral presentations, using a series of non-threatening activities, such as discussions, role playing activities, etc.
Identifies the role and influence of technology in the workplace: e.g., – computer use in the areas of automobile mechanics, beauty culture, physical fitness – telephone conferencing in offices and businesses – computer networking in ticket sales, libraries, retail outlets – impact of technology on job/career opportunities – creating a data base and maintaining inventory.	Provide opportunities for students to prepare reports for presentation to the class on familiar topics. Have students prepare their report notes on index cards. Visual aids or demonstration props may be used to guide the students' talks. Provide opportunities for students to prepare for reporting using computers and related software.
Transfers critical/creative thinking strategies from the classroom to the community partnership experience: e.g., – determines possible ways of completing a given task – identifies and evaluates alternatives – links all relevant information to the task at hand.	Have students peer and self-evaluate products. (See *English 36 Teacher Resource Manual*, Theme B.) Provide opportunities throughout the year for students to evaluate personal studying skills and habits and to develop strategies that may improve their studying behaviour.
	Community Partnerships
	Provide opportunities for students to plan events, such as a field trip, a career day or an open house for parents and community members. Have students monitor their use of critical and creative thinking skills, planning strategies and studying skills.

ENGLISH 36

VIEWING, READING, LISTENING, WRITING, SPEAKING

C: EXPLORING AND ASSESSING PRINT AND NON-PRINT MEDIA

Print and non-print media, such as magazines, newspapers, audiotapes, videotapes, television and films are widely used as sources of information and entertainment. Students must recognize the effects of print and non-print media on their own lives and the lives of others. The classroom should provide opportunities for students to recognize that media materials are constructs produced to fulfill specific purposes, that individuals interpret, absorb and interact uniquely with media and that selecting and evaluating print and non-print media materials are important life skills.

The exploration and assessment of media will enable students to:

- discover personal media literacy skills
- develop additional media literacy skills
- apply media literacy skills to assess and select media
- appreciate the scope and numerous uses of media.

COMMUNITY PARTNERSHIPS: Encourage students to observe, bring to class and share with classmates a variety of media samples from the home, school, workplace and community. The key is to use media to teach media literacy skills in order to enhance one's ability to select media materials based on the benefits to self and society. (Refer to Learning Resources section for information regarding media sources.)

ATTITUDES

Students are expected to demonstrate positive attitudes toward:

- selecting print and non-print media based on personal and societal needs
- the influence media may have on personal decision-making/problem-solving strategies and outcomes
- critically analyzing and appreciating media based on its positive influence on self and society.

SKILLS

Concepts and skills relating to **EXPLORING AND ASSESSING PRINT AND NON-PRINT MEDIA** are integrated within the Learning Objectives listed in column one.

LEARNING OBJECTIVES	Related Life Skills
Concept: Appreciation and understanding of print and non-print materials require an understanding of purpose. 1. Identifies the purpose, message and intended audience of print and non-print communications, and uses this knowledge to extract information. 2. Interprets and synthesizes information from written, visual and verbal sources for a variety of purposes, such as to follow and give instructions. 3. Identifies the level at which a visual image communicates, and discusses its relation to the basic purpose for which the image was produced.	Recognizes that media are constructions designed for many purposes, such as to inform, entertain and persuade. Identifies the purpose of specific media products and views, reads or listens to the product knowingly and critically. Forms a personal opinion about current issues based on data from a variety of sources.
Concept: Reading, viewing and listening are processes that demand active involvement of the individual. 4. Understands that the study of literature and print/non-print media involves initial reading, viewing and listening to the material; personal response; sufficient thoughtful consideration to assure understanding; sharing of one's response with others, orally or in writing; and, where appropriate, a personal, social or critical evaluation. 5. Expresses feelings, thoughts and ideas about literature, media and real-life experiences through writing and speaking.	Compares information sources and selects media based on the accuracy and thoroughness of the information: e.g., – local/national daily newspapers and "tabloid" newspapers – a print media report and a television dramatization of the news item. Selects and views television news programs to enhance understanding of current community, provincial, national and global events.
Concept: Elements in and structure of an image strongly influence the total effect of its communication. 6. Understands that manipulative devices, such as colour, angle, lighting, movement and perspective are used to influence the viewer. 7. Relates the elements of the image to the purpose and message of the image. 8. Understands that manipulative devices are used to persuade the viewer, especially in advertising. 9. Appreciates effects of editing, such as biasing content and enhancing mood or theme. 10. Recognizes, interprets and evaluates the affects on the viewer of idealization and distortion in media production.	Recognizes that the purpose of advertising is to sell products. Relates the use of manipulative devices in advertising to personal consumer decisions: e.g., – colour – lighting – distortion/idealization – music – sequencing.
Concept: Many "visual communications" are really audio-visual messages that use sound and image together to communicate a message. 11. Recognizes the intentional use of sound to create appropriate atmosphere for the visual message, to communicate content that is supplemented by the visual message, or to soothe, irritate or distract the viewer.	

Related Applications Across the Curriculum	Suggested Strategies/Activities
General Uses print and non-print media to enhance knowledge in all subject areas. Occupational Courses Uses technology and media to: - locate employment opportunities within the community and province - remain updated on employment trends and technology - locate educational upgrading opportunities and related funding.	Provide opportunities for students to evaluate television programs relative to: - direct/indirect messages - relationship among portrayal of characters, situations and real life - persuasive techniques used. Have students prepare an evaluation sheet and assess a variety of fiction and non-fiction television programs. Provide opportunities for students to compare results (see *English 36 Teacher Resource Manual*, Theme C): - direct/indirect messages - appropriateness for intended audience - relationship among portrayals of characters and situations and real life - purpose of the program. Discuss the impact of sound in advertising to enhance emotional appeal, etc. Assist students to recognize that advertisers use music in advertising so that consumers will associate the music with the product and, therefore, recall the product whenever the music is heard. Have students identify musical selections associated with a product: e.g., - popular songs associated with well-known beverages, restaurants, sports events. View a film or videotape that addresses the use of manipulative devices in advertising; e.g., *Media and Society* Series, NFB. Provide opportunities for students to: - list manipulative devices - listen to, view and/or read commercials and advertisements - identify the manipulative devices that are used - discuss the effects of manipulative devices on consumers. Community Partnerships Encourage students to view specific television programs and advertisements. Use these to initiate activities designed to enhance media literacy skills. Have students identify and evaluate the effects on the individual of various manipulative devices, such as colour, lighting, camera lens and music.

LEARNING OBJECTIVES	Related Life Skills
12. Discusses the relationship between sound effects, language or other non-visual means and the visual image in media, such as film and television, and of language and visual imagery in newspapers or magazines (especially advertising and cartoons).	Recognizes that media materials may be biased. Evaluates and selects media based on critical analysis.
13. Discusses combined visual effects, sound effects and language in a mixed-media presentation, television production or film.	Analyzes and evaluates claims in advertisements to determine the reliability of information.
Concept: The viewer, listener and reader must evaluate the apparent reality created in media products.	
14. Analyzes propaganda and advertising techniques used in visual messages.	Interprets, analyzes, synthesizes and evaluates information from speeches, newspaper articles and radio/television broadcasts.
15. Discusses emotions, facts and opinions, and the techniques used to express them in print and non-print materials.	Recalls a previous application of a problem-solving strategy, evaluates its success and decides whether to modify the strategy in a new situation.
16. Evaluates the aura of reality created in visual messages, especially propaganda.	Views movies, television programs and music videos with an understanding that the media may not portray the reality of everyday life.
17. Recognizes the difference between fact and fantasy in media portrayals of everyday life.	
Concept: Visual communication is similar in many ways to verbal forms of communication.	
18. Discusses relationships among a wide variety of media, such as film, television, cartoons, advertising, drama and literature.	
19. Recognizes that visual messages may employ imagery, mood, irony, tone, symbolism, humour, structure and pace.	
20. Discusses the ways in which visual media make use of stylistic devices (colour, texture, body language, connotation) to influence the viewer.	
Concept: Critical listening, viewing and reading involve an assessment of the validity of the message presented.	
21. Distinguishes between fact and opinion and uses critical thinking skills to formulate foundations for personal opinions by gathering information from a variety of sources, assessing the validity of information and sources, and recognizing that an issue/problem may have more than one side.	
22. Identifies persuasive techniques, such as glamorous generalities, flattery, appeals to fear or prejudice.	

Related Applications Across the Curriculum	Suggested Strategies/Activities
Occupational Courses Identifies employment opportunities provided by the media and categorizes these according to the eight occupational clusters: e.g., – word processors – typesetters – sales representatives – wardrobe and makeup assistants – camera crews.	Encourage students to bring political cartoons in order to analyze the message, the techniques the cartoonist has used and the relationship between the message in the cartoon and the news event as portrayed in a newspaper article or on a television news program. Provide opportunities for students to share print and non-print advertisements. Have students identify examples of distortion and idealization, and discuss the effects of these manipulative techniques on consumers. (See *English 36 Teacher Resource Manual*, Theme C, "Propaganda Techniques".) Have students prepare and present their opinions about a specific advertising campaign, focusing on the use of manipulatives. Provide opportunities for students to enhance their understanding of manipulative devices, media techniques, etc., by developing media products, such as radio/television advertisements, posters, radio plays. Community Partnerships Provide opportunities for students to gather information about advertising from community businesses and industries, such as: – advertising budget – present and future media campaigns – type of media used for advertising. Have students produce a film or videotape designed to inform the community about the Integrated Occupational Program, various school activities, history of the school, etc. Present the video during a school/community social event, such as an Open House, to members of the school board, or to the parents' advisory committee. Provide opportunities for students to organize, advertise and carry out a fund raising activity in the school or community. Have students formulate and use appropriate decision-making strategies to determine how to spend the funds earned. Have students produce and circulate a class or school newspaper, complete with news events, editorials, classifieds, cartoons, etc.

ENGLISH 36

SPEAKING, LISTENING, WRITING, READING, VIEWING,

D: COMMUNICATING IN THE WORKPLACE

The concepts, skills and attitudes addressed in this section focus for one's ability to monitor, evaluate and adjust personal performance in the workplace. Teachers are encouraged to conference with students, other IOP teachers and work experience supervisors when organizing for instruction. **Students' needs will largely determine the time allocated for the development of the concepts, skills and attitudes within this section.** Teachers are encouraged to provide opportunities for students to:

- identify communication skills used at the workplace
- identify and evaluate personal application of communication skills at the workplace
- develop goals designed to enhance communication at the workplace
- evaluate, monitor and adjust behaviour on an ongoing basis.

COMMUNITY PARTNERSHIPS: Students' work experiences will provide the focus for this section. Students will share interpersonal skills used at the workplace and peer and self-evaluate performances. Guest speakers from the community may enhance students' understanding of the relationship between developing the skills in the classroom and applying the skills in the work/community environment. A variety of field trips may provide opportunities for students to observe the application of skills and behaviour portraying positive attitudes toward communicating in the workplace.

ATTITUDES

Students are expected to demonstrate positive attitudes toward:

- applying critical/creative thinking skills and problem-solving/decision-making strategies when approaching tasks requiring one to communicate effectively at the workplace
- monitoring and regulating personal performance
- exercising moral judgment and considering the rights of self and others
- communicating accurately, completely and carefully, while respecting other people, equipment, materials and the environment.

SKILLS

Concepts and skills relating to **COMMUNICATING IN THE WORKPLACE** are integrated within the Learning Objectives listed in column one.

LEARNING OBJECTIVES	Related Life Skills
Concept: Appreciation and understanding of print and non-print materials require an understanding of purpose.	
1. Identifies the purpose, message and intended audience of print and non-print communications, and uses this knowledge to extract information.	Reads operating, cleaning and safety instructions on new appliances and machinery.
2. Interprets and synthesizes information from written, visual and verbal sources for a variety of purposes, such as to follow and give instructions.	Follows directions when locating an unfamiliar place: e.g., – reads and interprets a map – listens to verbal directions.
3. Follows written, visual and verbal instructions precisely and in sequence, and monitors and reviews behaviour carefully to assure that all instructions have been followed.	Explains how to use a piece of equipment or complete a specific task to a co-worker.
Concept: Listening is an active, not a passive process.	
4. Recognizes that effective listening is an active process that requires not only literal comprehension but also interpretive and critical thinking, e.g., when listening to follow instructions, to gather information.	Applies appropriate questioning strategies to clarify or increase understanding of tasks at the workplace.
5. Identifies and considers the factors that interfere with effective listening, and attempts to overcome interferences created by the environment, the speaker and other listeners.	Interprets charts, diagrams and other visuals at the workplace to gather information.
6. Observes the courtesies of a good listener.	Applies effective listening skills when receiving instructions at the workplace, taking telephone messages or conversing with co-workers: e.g., – uses a mind map or semantic web to store information – identifies key words and phrases.
Concept: Sensitivity to ideas, tone and purpose is an integral part of receiving spoken communication.	
7. Recognizes and recalls the central and supporting ideas in an oral presentation.	Applies appropriate listening skills during informal communication activities, such as in the lunch room.
8. Displays sensitivity to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflections, body language and facial expressions.	Uses speaking and listening skills appropriately during a job interview.
Concept: An effective reader is able to select and use a variety of reading strategies appropriate to the purpose.	
9. Increases both reading rate and comprehension through the application of good reading techniques, such as reading in large units and making effective use of contextual clues, and recognizes that comprehension must not be sacrificed for the sake of speed.	Identifies and interprets non-verbal communication in the workplace.
10. Varies reading rate depending on purpose and material, and uses reading rate appropriate to the purpose and complexity of the material.	Uses appropriate verbal and non-verbal communication in the workplace: e.g., – handshake – nod – smile – wave.
11. Uses skimming as a rapid reading technique and uses scanning as a process for quickly locating information; e.g., when locating key words in order to follow instructions.	
12. Identifies and uses appropriate methods of reading for studying and other purposes.	

Related Applications Across the Curriculum	Suggested Strategies/Activities
Occupational Courses	Provide opportunities for students to develop, evaluate and monitor their listening skills with partners, in small group or whole class activities. For example, have students listen to musical selections, political speeches, plays and short stories, and summarize the meaning of the material. (See *English 36 Teacher Resource Manual*, Theme D.)
Organizes equipment, tools and supplies, and follows safety and sanitation instructions.	
Follows written procedures provided on job sheets or by a manufacturer.	
Follows verbal and non-verbal instructions.	Encourage students to become aware of non-verbal cues, such as facial expression, body posture, hand and arm gestures, and become sensitive to the messages expressed through non-verbal communication.
Identifies unique communication skills, strategies and/or equipment associated with specific jobs: e.g., – two-way radios used in construction, taxicabs – earplugs required for a variety of construction and factory jobs – computer skills needed for networking systems in libraries, vehicle parts departments and offices – cellular telephones needed to improve communication networks – FAX machines required to transmit print information.	Have students locate, identify and interpret a variety of symbols and signs designed to assist one to follow instructions at the workplace or throughout the community. Compare advantages/disadvantages of visual instructions with written instructions: e.g., – to non-English/French-speaking tourists – on imported/exported goods.
Uses computer data bases to store, locate and synthesize information.	Community Partnerships Encourage students to bring to class instructions from home, workplace, newspapers or magazines to share with classmates. Have students compare the instructions and discuss the characteristics of thorough, clear instructions. Provide opportunities for students to become familiar with reading and interpreting requirements of the workplace: e.g., – interpreting graphs, charts, schedules – reading time sheets, benefits pamphlets, safety instructions. Have each student observe or interview an employee to determine the various communication skills used during specific employment situations: e.g., – answering the telephone – listening to instructions – listing daily tasks – reading labels and charts. Have students use verbal and writing skills to organize work experience sites and other community partnerships.

LEARNING OBJECTIVES	Related Life Skills
Concept: Communication calls for language, tone and non-verbal behaviour that suits the audience, occasion or purpose.	
13. Uses questions to clarify and expand understanding, and monitors personal questioning strategies.	Applies appropriate questioning strategies to clarify or increase understanding of tasks at the workplace.
14. Demonstrates increased facility with explanatory and persuasive speaking in a variety of situations.	
15. Participates effectively in job interviews.	Writes clear and legible telephone messages.
Concept: The ability to write clearly, in a manner appropriate to the occasion, is an important life skill.	
16. Prepares a résumé and covering letter for specific application.	Locates and uses employment-related magazines and journals to enhance success at the workplace.
17. Writes for a specific purpose and audience, an acceptable report that includes appropriate material located through research.	Interprets charts, diagrams and other visuals at the workplace to gather information.
	Prepares and regularly updates résumé.
Concept: Locating, selecting and evaluating written, visual and verbal materials required to fulfill one's purpose are important life skills.	Uses computer software to organize, print and update personal résumé.
18. Assesses and evaluates information in terms of projected use.	Reads labels to determine instructions for product use and hazardous chemicals, etc.

Related Applications Across the Curriculum	Suggested Strategies/Activities
General Adjusts reading rate and uses appropriate reading strategies to locate and retain information in all courses: e.g., – scans newspapers to identify key issues – uses context clues to determine meanings – connects unfamiliar information with familiar information to increase retention and understanding. Uses a variety of sources to locate information: e.g., – school/community libraries – computer networking programs – community personnel. Occupational Courses Interprets blueprints and understands signs/ symbols for fabric care, WHMIS, etc. Uses skimming and scanning to locate information on tables, charts and diagrams in manuals. Synthesizes visual information with text, follows instructions and completes tasks. Follows safety precautions when handling hazardous chemicals and when working in potentially dangerous areas. Gives instructions to co-workers about specific tasks.	Provide opportunities for students to discuss the consequences of completing/not completing tasks precisely and in sequence: e.g., – a cake may collapse, if the ingredients are not mixed in order – a motor may be damaged, if the oil is not drained and replaced accurately – a bicycle may not function correctly, if bolts are tightened in the incorrect order. Provide opportunities for students to practise following verbal and written instructions and discuss possible consequence of following instructions incorrectly or incompletely. Have students share the results they achieved by following written and verbal instructions, compare differences/similarities and discuss whether discrepancies are the result of clear/ unclear instructions, appropriate/inappropriate application of listening skills, etc. Provide opportunities for students to enhance verbal communication and organizational skills by developing original games. Have students explain games to classmates and play games with classmates: e.g., – computer games, board games, card games, field/gymnasium games. Encourage students to bring to class and share non-confidential reading materials from the workplace. Provide opportunities for students to become familiar with reading and interpreting requirements of the workplace: e.g., – interpreting graphs, charts, schedules – reading time sheets, benefits pamphlets, safety instructions. Community Partnerships Have students organize a "games day" when original games could be shared and played by students from visiting classrooms, staff members and other guests. Provide opportunities for students to experience work situations and to share non-confidential formal/informal communication experiences with classmates. Have students develop a self-assessment form specific to their work site. Have students evaluate personal performance and develop goals based on outcomes.